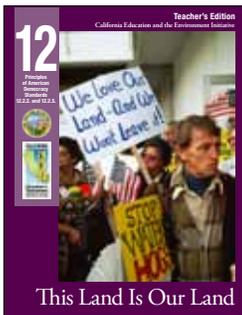




TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

12.2.2. and 12.2.5.—This Land Is Our Land



In this unit, students explore the issue of balancing individual rights and liberties with the common good in matters related to land and other natural resources. Students examine a series of case studies that embody the struggle to find this balance. Students learn that some government entities—from local and state commissions and boards to the Supreme Court—make decisions on issues that require a balance between individual rights, liberties, and choices related to the common good. First, students are presented with a court case representing a high-interest contemporary issue: whether to ban cell phones in schools. Then students explore the concept of civic virtue as they examine a hypothetical situation involving air quality, and discuss some decision-making scenarios. They next participate in a case study involving laws and regulations that affect gas station owners. Later they examine a court case involving a land owner and the California Coastal Commission, developing their understanding of issues related to eminent domain in the fifth and fourteenth amendments. Finally, students participate in a simulated “public hearing” conducted by the California Integrated Waste Management Board regarding expansion of a landfill in a community, further examining issues when there are conflicting needs for different aspects of the common good.

		COMMON CORE STANDARDS													
		RH.11–12.1	RH.11–12.2	RH.11–12.3	RH.11–12.4	RH.11–12.9	RH.11–12.10	WHST.11–12.1	WHST.11–12.2	WHST.11–12.7	WHST.11–12.8	SL.11–12.1	SL.11–12.3	SL.11–12.4	
LESSONS	California Connections	✓	✓	✓	✓		✓	✓	✓						
	1		✓		✓		✓		✓			✓			
	2		✓		✓		✓		✓			✓			
	3		✓		✓		✓	✓				✓			
	4		✓		✓		✓		✓			✓			
	5				✓			✓				✓	✓	✓	
	Traditional Assessment		✓						✓						
	Alternative Assessment	✓	✓			✓			✓	✓	✓				✓

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **RH:** Reading Standards for Literacy in History-Social Studies
- **SL:** Speaking and Listening Standards
- **WHST:** Writing Standards for Literacy in History-Social Studies, Science, and Technical Subjects

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core standards applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 16–17 of this document.

A Note about Common Core Speaking and Listening Standards

Throughout this unit, students participate in various learning structures and groups to analyze, discuss, and synthesize data, which supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction on collaborative discussions, these various groupings and the materials students examine lend themselves to prime discussion material for collaborative discussions. Learning structures with tasks for pairs and groups are in the following lessons:

- **Lesson 1:** Pairs, individuals, whole class
- **Lesson 2:** Groups of 4, whole class
- **Lesson 3:** Groups of 4 to 5, whole class, individuals
- **Lesson 4:** Whole class, students stand and divide themselves into 2 groups according to their decisions
- **Lesson 5:** 2 groups (1 group is subdivided into 4 groups)

National Geographic Resources

- **View From Space** wall map (Lesson 4)
- **Political** wall map (Lessons 4 and 5)
- **Human Imprint** wall map (Lesson 5)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
<p>Students answer multiple choice questions. Then they respond to 3 different prompts by writing one to two paragraph essays that explain issues related to balancing the rights of individuals with the common good and the environment, including the reciprocity of rights.</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>WHST.11–12.2: Write informative/explanatory texts...</p> <p>b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples...</p> <p>d) Use precise language, and domain-specific vocabulary... to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p>
Alternative Assessment	
<p>Students select a local issue involving balancing individual rights and liberties with the common good, then research, plan, write and present the issue to the class.</p>	<p>RH.11–12.1: Cite specific textual evidence to support analysis of...secondary sources...</p> <p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.9: Integrate information from diverse sources...into a coherent understanding of an idea...</p> <p>SL.11–12.4: Present information, findings, and supporting evidence...conveying a clear and distinct perspective...</p> <p>WHST.11–12.2: Write informative/explanatory texts...</p> <p>b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples...</p> <p>d) Use precise language, and domain-specific vocabulary...to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p>WHST.11–12.7: Conduct short as well as more sustained research projects to answer a question...synthesize multiple sources on the subject...</p> <p>WHST.11–12.8: Gather relevant information from multiple authoritative print and digital sources...</p>

Lesson 1: In Pursuit of Life, Liberty, and the Common Good

Students discuss a controversial issue in which individual rights/liberties conflict with the common good: school cell phone bans. Students develop a definition of the “common good” based on the Preamble to the U.S. Constitution and write about how environmental issues relate to the common good.



Use this correlation in conjunction with the **Procedures** located on pages 36–38 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Step 1: In pairs, students generate arguments on both sides of the issue of whether cell phones should be banned at schools, and then they share them.</p>	<p>SL.11–12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue...</p>
<p>Step 2: Students read an article, Court Panel Questions School Ban on Phones (Student Edition, pages 2–3), take notes, and identify additional arguments for or against a school phone ban.</p> <p>Suggestion: After reading this article for content, students could read it again, observing the structure of the writing. For ideas, turn to the California Connections pages at the end of this correlation that feature doing this for the California Connections selection; some of those same ideas can be used in this article.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.10: ...Read and comprehend history-social studies texts... independently and proficiently.</p>
<p>Steps 3 and 4: Students explore the ideas of public safety versus individual rights, or the common good versus individual rights and liberties, by discussing specific situations where conflict occurs between these two ideas. Then students read the outcome of the cell phone court case and discuss how it relates to individual rights and liberties or the common good.</p>	<p>SL.11–12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue...</p>
<p>Step 5: Students use the Preamble to the U.S. Constitution to further define the idea of “common good.”</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary...source...</p> <p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Step 6: Students relate the idea of “common good” to today’s society, identifying the conflict between the common good as it relates to the environment and individual rights in three different cases.</p>	<p>SL.11–12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue...</p>

Student Tasks	Common Core Standards Applications
<p>Step 7: Students write multiple paragraphs on a topic in which they describe how the topic relates to the common good, identify the individual rights that may conflict with preserving this common good, and propose reasonable solutions.</p> <p>Suggestion: <i>It may be valuable to model writing with concrete details, facts and information versus writing in vague generalities. Select one of the topics, and as a class complete a paragraph demonstrating strong details, effective transitions, precise language, and a supportive conclusion.</i></p>	<p>WHST.11–12.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> a) Introduce a topic and organize complex ideas, concepts, and information... b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information... c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d) Use precise language, domain-specific vocabulary... e) Provide a concluding statement or section that follows from and supports the information or explanation provided...

Lesson 2: Civic Virtue: Is It in You?

Students analyze factors considered in making decisions about the environment when the common good and individual rights conflict, focusing on decisions individuals make. They discuss scenarios in which teenagers might demonstrate civic virtue, and they write about one of the scenarios.



Use this correlation in conjunction with the **Procedures** located on pages 50–51 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Steps 2 and 3: In groups of 4, students share their analyses and solutions from Promoting the Common Good (Student Workbook, pages 3–5) from the previous lesson, and then complete a new analysis on Who Should Act for the Common Good? (Student Workbook, page 6). Then, using question prompts, students discuss factors that discourage or encourage individuals and businesses to act for the common good.</p> <p>Suggestion: <i>The last two bulleted question prompts in Step 3 are excellent for generating a collaborative discussion that enables students to connect the ideas they have learned with their own experiences and thoughts regarding civic virtue, the common good, and individual rights and liberties. With prior training in collaborative conversations, students can be assigned as discussion leaders, using the questions in Step 3 as a springboard for discussion, but encouraging students to probe ideas with their own questions. The quality of this discussion will be increased if students first review the related Speaking and Listening standards.</i></p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible...</p>
<p>Steps 4 and 5: In groups, students read and discuss cases that apply to teenagers regarding the concept of civic virtue and the common good.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...source...</p> <p>RH.11–12.10: ...Read and comprehend history-social studies texts... independently and proficiently.</p> <p>SL.11–12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence...</p>

Student Tasks	Common Core Standards Applications
<p>Step 6: Students select one of the scenarios from Decision-Making Scenarios (Student Workbook, pages 7–11) and write a 300 to 400 word essay about decision making concerning individual rights, the common good, and the environment.</p> <p>Suggestion: Review the expectations in WHST.11–12.2 before students write, giving specific examples for how to apply them to these Decision Making Scenarios.</p>	<p>WHST.11–12.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> a) Introduce a topic and organize complex ideas, concepts, and information... b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information... c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d) Use precise language, domain-specific vocabulary... e) Provide a concluding statement or section that follows from and supports the information or explanation provided...

Lesson 3: So, You Want to Own a Gas Station

Students consider their rights to own and operate a business (a gas station), read an article about laws and regulations related to owning and selling a gas station in California, and answer an advertisement explaining whether they would or would not buy a gas station for sale.

Use this correlation in conjunction with the **Procedures** located on pages 66–67 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Steps 3 and 4: Organized into “investor groups” of four to five, students work to determine the costs and benefits of buying and operating a gas station. Then they read <i>California Connections: So, You Want to Own a Gas Station</i> (Student Edition, pages 4–7), looking for costs and benefits as they read.</p> <p>Suggestion: <i>In addition to reading this selection for content, have students observe the structure of the text and how the author conveys the ideas.</i></p> <p>Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 13–15 to view specific suggestions for integrating Common Core standards while reading this selection not only for content, but for text structure as well.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...source...</p> <p>RH.11–12.10: ...Read and comprehend history-social studies texts... independently and proficiently.</p>
<p>Steps 5 and 6: Continuing in their groups, students create a Costs and Benefits T-Chart to determine whether to invest in a gas station. Then they discuss how the government’s laws and regulations, protect the common good as well as affect individual rights and liberties.</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...</p>
<p>Step 7: Students individually write a letter to the gas station owner explaining their decision to buy or not buy the gas station, including information about individuals’ rights and the laws and regulations that address the common good.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...source; provide an accurate summary...</p> <p>WHST.11–12.1: Write arguments focused on discipline-specific content.</p>

Lesson 4: Whose Beach Is It Anyway?

Students review two amendments to the U.S. Constitution and relate eminent domain to the common good. They read about a California land use dispute and consider what specific stakeholders would do at various steps in the case's journey to the Supreme Court.



National Geographic Resources

- **Political** wall map
- **View from Space** wall map

Use this correlation in conjunction with the **Procedures** located on pages 80–81 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Step 1: Students define vocabulary terms related to the concepts in this lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Step 2: Students focus on specific text in The Fifth Amendment (Visual Aid #2) and The Fourteenth Amendment (Visual Aid #3) to begin a discussion about the power of eminent domain, further defining ideas of “public use” and “just compensation.”</p> <p>Suggestion: <i>With prior training in collaborative discussion strategies, students can serve as discussion leaders, reviewing the related Speaking and Listening standards at the onset of the discussion, then implementing them during the discussion. Encourage students to probe the idea of eminent domain representing the common good versus individual property rights through questions. Bringing in local examples will enrich the discussion.</i></p>	<p>RH.11–12.2: Determine the central ideas or information of a primary...source...</p> <p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible...</p>

Student Tasks	Common Core Standards Applications
<p>Steps 3 and 4: Students read about an actual court case, <i>Nollan v. California Coastal Commission</i> (Student Workbook, pages 16–19) in sections, writing answers to questions after each case decision. Determining whether they would accept the decision or protest it, they take a stand on a side of the room and share reasons for their decisions. Upon reading the Supreme Court’s decision, students discuss the judicial trend that may have contributed to the Court’s decision on the side of supporting individual property rights.</p> <p>Suggestion: <i>Some alternative suggestions or extensions include:</i></p> <ul style="list-style-type: none"> ■ <i>Have students generate a list of other stakeholders in the decision and explain their points of view.</i> ■ <i>Divide the class into groups representing the Coastal Commission, the Nollans, other landowners with ocean front property, nearby residents without ocean front property, and the general public. Each group can plan and present their point of view regarding the decision and how it affects them.</i> ■ <i>Discuss local eminent domain issues from the newspaper or internet sources, examining the various perspectives held by different stakeholders.</i> 	<p>RH.11–12.2: Determine the central ideas or information of a...source...</p> <p>RH.11–12.10: ...Read and comprehend history-social studies texts... independently and proficiently.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible...</p>
<p>Step 5: Students use the information from this case to complete a case review and write answers to questions.</p>	<p>WHST.11–12.2: Write informative/explanatory texts...</p> <p>b) Develop the topic thoroughly by selecting the most significant and relevant facts...details...or other information...</p> <p>d) Use precise language, domain-specific vocabulary and techniques...</p>

Lesson 5: Reconciling: When Common Goods Collide...

Students view a presentation about the Sunshine Canyon Landfill and issues facing the California Integrated Waste Management Board as it considered combining the city and county landfills. Students share their thoughts at a simulated “public hearing,” consider community members’ opinions, and develop solutions to the conflict.



National Geographic Resources

- **Human Imprint** wall map
- **Political** wall map

Use this correlation in conjunction with the **Procedures** located on pages 96–97 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Steps 4, 5, and 6: The class prepares for and conducts a mock “Public Hearing” regarding expansion of a community landfill. The class is divided into 2 groups. One group represents the California Integrated Waste Management Board. One of the groups is subdivided into 4 groups with each group preparing public comment, based upon provided information, for their “community” spokesperson to state during the “hearing.” After the hearing, the class debriefs during a discussion focusing on the different perspectives regarding the common good that emerged during the hearing.</p> <p>Suggestion: During the debriefing, have students identify more specific types of supporting evidence the community members could have used to strengthen their arguments (e.g. specific data on community asthma rates versus areas farther away from the landfill, specific dust particulate and air quality data related to diesel truck exhaust, citing research data related to causes of asthma and cancer, etc.) Evaluate this type of evidence versus the more “general” comments heard from the public in the simulation.</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p>d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible...</p> <p>SL.11–12.3: Evaluate a speaker’s point of view, reasoning, and use of evidence...</p> <p><i>If lesson suggestion is used:</i></p> <p>SL.11–12.4: Present information, findings, and supporting evidence...conveying a clear and distinct perspective...</p>

Student Tasks	Common Core Standards Applications
<p>Step 7: Students use a Venn diagram to summarize the differing perspectives and then write a description of what they consider to be the best solution to the Sunshine Canyon Landfill issue. After they write, students learn the actual outcome of the case.</p>	<p>WHST.11–12.1: Write arguments focused on <i>discipline-specific content</i>.</p> <ul style="list-style-type: none"> a) Introduce precise, knowledgeable claim(s)... b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s)... c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion...

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

Reading *California Connections* using a Common Core Reading and Writing Focus

Reading

History teachers can further enhance the teaching of Common Core Reading Literacy Standards by noting the suggestions below and in the following pages while reading the *California Connections* selection for content. Explicitly teach students to pay attention to the structure of the text by noting the following:

- Note how the author cites evidence to support main points and analysis; note any gaps or inconsistencies; note the date and origin of the source and whether it is primary or secondary. **(RH.11–12.1)**
- Note how the author sets up the central ideas or information; trace the relationship among key details and ideas; summarize how key events or ideas develop over the course of the text. **(RH.11–12.2)**
- Analyze a series of events described in the text; evaluate various explanations for actions or events; determine which explanation best accords with textual evidence; determine whether earlier events caused later ones or simply preceded them; acknowledge where matters are left uncertain. **(RH.11–12.3)**
- Note how the author explains and refines the meaning of key terms, symbols, domain-specific words, and phrases. **(RH.11–12.4)**
- Analyze how the structure is used to emphasize key points or advance an explanation or analysis and how key sentences, paragraphs, and larger portions of the text contribute to the whole. **(RH.11–12.5)**
- Compare and evaluate the point of view of the author(s); note which details are included and emphasized; assess the author's claims, reasoning, and evidence; compare the text with other authors on the same topic. **(RH.11–12.6)**
- Note how the information in the *California Connections* text integrates with information provided throughout the unit in diverse visual, quantitative, and qualitative formats, including tables, charts, research data, and maps, in print or digital texts. **(RH.11–12.7)**
- Assess whether the author's extent of reasoning and evidence in a text support the author's claim; evaluate the author's premises, claims, and evidence. **(RH.11–12.8)**
- When other documents are included, compare and contrast findings presented in this text to those in other sources, noting when the findings support or contradict previous explanations, and identify any discrepancies. **(RH.11–12.9)**
- Note comprehension strategies for understanding text. **(RH.11–12.10)**

Note: Standard descriptions from the Reading Standards for Literacy in Science and Technical subjects are paraphrased and combined, using terminology that applies to reading a *California Connections* selection.

Writing

Many *California Connections* selections can be used as a model for future student writing tasks applying the Writing Literacy Standards by noting how the author structures the text, organizes the ideas, and provides well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

Using the *California Connections* Selection

The following pages note specific places where the *California Connections* selection provides examples for specific Writing Literacy Standards, using this selection as a writing model. They also provide suggestions for teaching students to analyze text structure using the Reading Literacy Standards. Teachers can incorporate more suggestions from the list above.

RH.11–12.4: Determine the meaning of words and phrases...

- Royalties

RH.11–12.10: ...read and comprehend history-social studies texts...independently and proficiently.

Suggestion: While reading the text, have students apply reading strategies to aid comprehension of the science content.

Suggestion: Encourage students to question why it took so long to address the environmental issues described here.

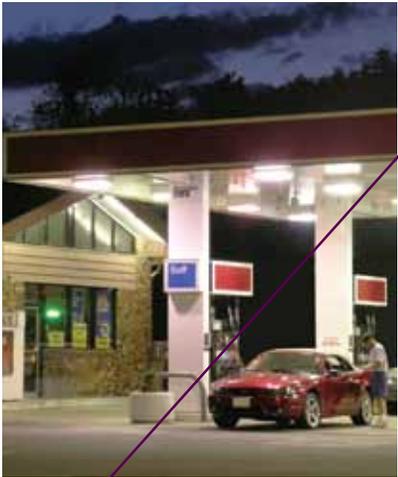
California Connections: So, You Want to Own a Gas Station
Lesson 3 | page 1 of 4

So, You Want to Own a Gas Station



In a "car culture" like California's, you might be thinking about owning a gas station. If so, you should be aware of the costs and responsibility involved in owning and running—even selling—a gas station in our state.

Buying a franchise will cost you about \$100,000. As the owner, every year you will need to pay fees, called royalties, amounting to about 5% of your sales, to the "parent" company. However, the operational costs of running a station are larger. A big expense is monitoring the underground storage tanks (USTs) that hold the gasoline for sale at the pump. Complex laws in place today require gas station owners to install devices that detect leaks and to hire experts to take and test soil and water samples in case of a leak. These costs are somewhat offset by government assistance. State and federal taxes included in the price of gas at the pump—several cents per gallon total—go into a cleanup fund that assists gas station owners and operators with the cost of cleaning up a leaking UST. But these laws and support did not always exist.



Gas station

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California Connections: So, You Want to Own a Gas Station
Lesson 3 | page 2 of 4

Increased knowledge of the gas people use to power their cars, trucks, lawnmowers, and other machinery has changed the way gas stations do business.

Other Costs
Gas stations in California sell more than 14 billion gallons each year. More than 100,000 USTs store gas for California's more than 9,000 retail gas stations. Each of these gas stations goes through a complex permitting process to obtain permission to install, stop using, or remove an underground storage tank. The reason is this: If even one gallon of gas leaks into an underground aquifer, it makes more than a million gallons of water undrinkable. And the cleanup costs more than a million dollars.

In 1983, California became one of the first states to pass laws regulating how gas stations use and maintain their USTs. One year later, the federal government passed laws allowing the United States Environmental Protection Agency (U.S. EPA) to oversee and enforce UST regulations. Since passage of these state and federal UST regulations, more than a million leaking tanks have been replaced or decommissioned, and more than 300,000 leaks have been cleaned up.

The effort to ensure that USTs are "leakproof" has been underway since the mid-1980s. At first, the goal was to keep any UST from leaking more than 0.05 gallons per hour. If the leakage was less, the government considered the UST fine to use. Then, in the 1990s, several cases of methyl-tertiary-butyl-ether (MTBE) contamination brought the U.S. EPA under fire. At the end of the 1980s, gasoline sold in California contained the additive MTBE. MTBE reduces certain emissions and helps improve air quality in urban areas. But it is toxic to humans and can escape out of a UST as a



Pumping gas

CALIFORNIA EDUCATION AND THE ENVIRONMENT INITIATIVE | Unit 12.2.2, and 12.2.5 | This Land Is Our Land | Student Edition 5

RH.11–12.3: Evaluate various explanations for actions or events...

Suggestion: Throughout the text, examine and evaluate the given explanations.

WHST.11–12.2b: ...selecting the most significant facts...concrete details...

WHST.11–12.2d: ...precise language, domain-specific vocabulary...

Suggestion: Throughout the text, have students note the supporting details that the author selected, determining the strength and significance of those details in supporting the main idea or stated claims.

RH.11–12.1: Cite specific textual evidence...connecting...specific details to an understanding of the text as a whole.

Suggestion: Throughout the selection, note how the details, order, and structure of the ideas in the text work together to create understanding.

Suggestion: Analyze where the text uses chronological order and where it uses cause and effect. What purpose does each serve? How do they work together to create understanding?

WHST.11–12.2b: ... selecting...significant and relevant facts...

RH.11–12.4: Determine the meaning of words and phrases...

- Parts per billion

WHST.11–12.1b: Develop claim(s)...thoroughly...

- Does the author provide sufficient facts in the article to support this claim?
- Often claims are made at the beginning of the article, but this one is at the end. How does this affect the reader's understanding and response?

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vapor, passing into the soil and surrounding water through tiny pores in the pipes, gaskets, and fittings of UST. Only a few parts per billion of MTBE will make water undrinkable. In 2003, California passed a law that required USTs to be vapor-tight as well as liquid-tight. In 2004, California banned the use of MTBE altogether.

Working Together

California has a web of local, regional, and state agencies that regulate what happens at gas stations. These agencies monitor the purchase, operation, and removal of USTs, among other things. The Department of Food and Agriculture's Division of Measurement Standards oversees gasoline quality and pump accuracy. At the local level, the Department of Public Works (DPW) is the primary point of contact for UST oversight. DPW works with other city and county officials, such as the fire department and the city's building and safety office. DPW keeps track of who owns and operates the gas stations in the area. The state's lead regulatory agency is the State Water Resources Control Board, a division of the California Environmental Protection Agency (Cal/EPA). The Board gives authority to regional boards and



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local agencies to monitor the USTs in their areas.

The rules that gas station owners and operators must follow are detailed in a 105-page document that is part of the California Code of Regulations. The regulations cover everything from specifying how the tanks, pumps, and pipes should be constructed to monitoring, repair, and reporting requirements.

A gas station owner who wants to close the station and use the property for another purpose

must also deal with many legal requirements. The process to close or sell a gas station is as complex as the process for opening one. Gas station owners must pay to safely clean up the area and remove the USTs, or demonstrate that removing the USTs is not feasible before they can receive permission to close the gas station and leave the tanks in site (underground). On top of all this, the application for closure includes extensive soil and groundwater sampling.

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Gas pumps

Owners also must apply for permits from the local or county fire department, the Department of Public Works Building and Safety Division, and the Air Quality Management District to conduct these tests, as well as to close any station or sell any gas station property.

Thinking It Through

Still thinking about going into the gas station business? Since fuel always seems to be in demand, you might think profits would be more than enough to cover the cost of doing business

and following the laws. But the truth is, most station owners keep only a few cents profit for every gallon of gas sold. They tend to make more on the snack items they sell than the gas.

As the complexity of owning a gas station has increased over the past two decades, fewer independent stations have remained in operation. Larger stations, leased to operators but owned by the oil companies, have taken their place. In Los Angeles, the total number of gas stations had decreased by 50% by 1990, as government

regulation of gas stations began in earnest. Ten years later, the number of gas stations had decreased by half again. At the remaining gas stations, the number of nozzles per station has jumped from 7 to 12.

Automated pumps and payment options mean fewer employees to operate the station and serve the customer. Although fewer in number, the remaining gas stations are managing to keep up with the public's increasing demand for fuel and the need to safeguard the environment.

Suggestion: Have students note how the topic sentences set up the paragraphs, and move the ideas from one area of the topic to another.

RH.11–12.2: Determine the central ideas or information of a...source; provide an accurate summary that makes clear the relationships among the key details and ideas.

Suggestion: Have students discuss the consequences to the consumer when there are fewer independent gas stations. How did the regulations mentioned in the preceding pages lead to this? How does this relate to balancing the need for the common good versus the rights of individual property owners and the need for consumers to purchase gas economically?

Analyze how the author conveys this information in this article.

Suggestion: Have students note the variety of agencies and their categories and pose questions related to the challenges this might create regarding consistency in regulation and oversight.

California Common Core State Standards Descriptions

Reading Standards for Literacy in History-Social Studies

- **RH.11–12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **RH.11–12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **RH.11–12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **RH.11–12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- **RH.11–12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RH.11–12.10:** By the end of grade 12, read and comprehend history-social studies texts in the grades 11–12 text complexity band independently and proficiently.

Speaking and Listening Standards

- **SL.11–12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others' ideas and expressing their own clearly and persuasively.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11–12.3:** Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **SL.11–12.4:** Present information, findings, and supporting evidence (**e.g., reflective, historical investigation, response to literature presentations**), conveying a clear and distinct perspective **and a logical argument**, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Use appropriate eye contact, adequate volume, and clear pronunciation. CA**

Writing Standards for Literacy in History-Social Studies, Science, and Technical Subjects

- **WHST.11–12.1:** Write arguments focused on *discipline-specific content*.
 - a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
 - b) Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.
 - c) Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- **WHST.11–12.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
 - b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
 - c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
 - d) Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
 - e) Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
- **WHST.11–12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11–12.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.