

## LANGUAGE ARTS STANDARDS FOR AIR QUALITY CURRICULUM

The National Council of Teachers of English provides the basic framework for many state and local standards in the language arts. These can be retrieved on the World Wide Web at <http://www.ncte.org/standards/standards.shtml>.

"The vision guiding these standards is that all students must have the opportunities and resources to develop the language skills they need to pursue life's goals and to participate fully as informed, productive members of society."

Using problem-based learning (PBL) with these Air Quality Curriculum materials provides educators with the opportunity to address these goals. A sampling of the applicable standards is listed below.

1. Students read a wide range of print and non-print texts to ...acquire new information, to respond to the needs and demands of society and the workplace.
2. Students apply a wide range of strategies to comprehend, interpret, evaluate...texts, including their prior experience, their interactions with other readers and writers.
3. Students employ a wide range of strategies to adjust their use of spoken, written, and visual language to communicate effectively with a variety of audiences and for different purposes.
4. Students apply knowledge of language structure and conventions, media techniques, and genre to create, critique and discuss print and non-print texts.
5. Students conduct research on issues and interests by generating ideas and questions, and by posing problems, gathering and synthesizing data from a variety of sources, including texts, databases, computer networks, etc.
6. Students whose first language is not English can make use of their first language to develop understanding of content across the curriculum.

Students participate as knowledgeable, reflective, creative, and critical members of a variety of literacy communities.