

State Standards

California:

- **ELA**
- ***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 a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade) CA b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade)
- ***W.11-12.2:*** Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. a. Introduce a topic or thesis statement; 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. CA 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 appropriate and varied transitions and syntax 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. e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
- ***W.11-12.3:*** Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. a. Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. b. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. c. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). d. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. e. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
- ***W.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.

- **WHST.11-12.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **STEM**
- **HS-ESS2-2:** Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.
- **HS-ESS3-1:** Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- **HS-ESS3-4:** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.

Massachusetts:

- **ELA**
- **SL.11-12.4:** Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience and a range of formal and informal tasks. (See grades 11-12 Language Standards 4-6 for specific expectations regarding vocabulary.)
- **W.11-12.2:** Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
- **W.11-12.2.a:** Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
- **W.11-12.2.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.
- **W.11-12.2.e:** Establish and maintain a style appropriate to audience and purpose (e.g., formal for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- **W.11-12.3:** Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
- **W.11-12.3.a:** Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create an appropriate progression of experiences or events.
- **W.11-12.3.b:** Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- **W.11-12.3.c:** Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
- **W.11-12.3.d:** Use precise words and phrases, telling details, and figurative and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- **W.11-12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Writing Standards 1-3.)

- **W.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.
- **W.11-12.8:** When conducting research, 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 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.
- **STEM**
- **HS.ESS.2.2:** Analyze geoscience data to make the claim that one change to Earth's hydrosphere can create feedbacks that cause changes to other Earth systems. Clarification Statement: Examples can include how decreasing the amount of glacial ice reduces the amount of sunlight reflected from Earth's surface, increasing surface temperatures and further reducing the amount of ice; how the loss of ground vegetation causes an increase in water runoff and soil erosion; how dammed rivers increase groundwater recharge, decrease sediment transport, and increase coastal erosion; and how the loss of wetlands causes a decrease in local humidity that further reduces the wetland extent.
- **HS.ESS.3.1:** Construct an explanation based on evidence for how the availability of key natural resources and changes due to variations in climate have influenced human activity. Clarification Statements: Examples of key natural resources include access to fresh water (such as rivers, lakes, and groundwater), regions of fertile soils (such as river deltas), high concentrations of minerals and fossil fuels, and biotic resources (such as fisheries and forests). Examples of changes due to variations in climate include changes to sea level and regional patterns of temperature and precipitation.
- **HS.ESS.3.5:** Analyze results from global climate models to describe how forecasts are made of the current rate of global or regional climate change and associated future impacts to Earth systems. Clarification Statement: Climate model outputs include both climate changes (such as precipitation and temperature) and associated impacts (such as on sea level, glacial ice volumes, and atmosphere and ocean composition).

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