

## ***State Standards***

### ***California***

- **ELA**
- **W.9-10.3:** 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, 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. 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.
- **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) **CA**
- **W.9-10.1:** Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. c. Use words, phrases, and clauses 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. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the disciplines in which they are writing. e. Provide a concluding statement or section that follows from and supports the argument presented.
- **W.9-10.2:** 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 to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. **CA b.** Develop the topic with well-chosen, relevant, and sufficient 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 to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. d. Use precise language and domain-specific vocabulary 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 disciplines 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.9-10.3:** 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, 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. 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.
- **Acc.VA:Cr1.2:** Choose from a range of materials and methods of traditional and contemporary artistic practices to plan works of art and design.
- **Adv.MA:Cr3:** Performance Standard(s):
  - a. Synthesize content, processes, and components to express compelling purpose, story, emotion, or ideas in complex media arts productions, demonstrating mastery of associated aesthetic principles, such as hybridization.
  - b. Intentionally and consistently refine and elaborate elements and components to form impactful expressions in media artworks, directed at specific purposes, audiences, and contexts.
- **STEM**
- **HSF.IF.C.7.E:** Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
- **HSF.IF.C.8.B:** Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as  $y = (1.02)^t$ ,  $y = (0.97)^t$ ,  $y = (1.01)12^t$ ,  $y = (1.2)^t/10$ , and classify them as representing exponential growth or decay.

## ***Massachusetts***

- **ELA**
- **F.MA.Cr.01: Generate and conceptualize artistic ideas and work.** Create media arts ideas that are characteristic of different media genres.
- **F.MA.P.04: Select, analyze and interpret artistic work for presentation.** Justify choices for curating and presenting artwork for a specific exhibit or event
- **F.MA.P.06: Convey meaning through the presentation of artistic work.** Describe how decisions about how a media artwork is presented are connected to what the student wants to express, evoke, or communicate.
- **RI.11-12.4:** Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
- **W.11-12.1:** Write arguments (e.g., essays, letters to the editor, advocacy speeches) to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

- 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.11-12.3: Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.
- W.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.11-12.6: Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **STEM**
- 9-12.DTC.a.1: Use digital tools to design and develop a significant digital artifact (e.g., multipage website, online portfolio, simulation).
- 9-12.DTC.a.2: Select digital tools or resources based on their efficiency and effectiveness to use for a project or assignment, and justify the selection.
- ALF-IF.C.7.e: Graph exponential functions showing intercepts and end behavior.\*
- ALF-IF.C.8.b: Use the properties of exponents to interpret expressions for exponential functions. Apply to financial situations such as identifying appreciation and depreciation rate for the value of a house or car some time after its initial purchase:  $V_n = P(1+r)^n$ .
- ALF-BF.A.1: Write linear, quadratic, and exponential functions that describe a relationship between two quantities.\*
- GEO.G-MG.A.4: Use dimensional analysis for unit conversions to confirm that expressions and equations make sense.\*

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