

State Standards

California:

- ***ELA***
- ***RI.11-12.2:*** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
- ***RST.11-12.2:*** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- ***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. a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. 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 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.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.11-12.6:** Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
- **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:** 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 including footnotes and endnotes. CA
- **W.11-12.9:** Draw evidence from literary or informational texts to support analysis, reflection, and research. a. Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”). b. Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
- **STEM**
- **HS-ESS2-6:** Develop a quantitative model to describe cycling of carbon through the ocean, atmosphere, soil, and biosphere.
- **HS-ESS3-2:** Evaluate competing design solutions for minimizing impacts of developing and using energy and mineral resources, and conserving and recycling those resources, based on economic, social, and environmental cost-benefit ratios. Clarification Statement: Examples include developing best practices for agricultural soil use, mining (for metals, coal, tar sands, and oil shales), and pumping (for petroleum and natural gas).
- **HS-ESS3-4:** Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- **HS-ETS1-1:** Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
- **HS-ETS1-3:** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, aesthetics, and maintenance, as well as social, cultural, and environmental impacts.
- **HS-LS2-7:** Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Massachusetts:

- **ELA**
- **RCA-ST.11-12.2:** Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
- **RI.11-12.2:** Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text.

- **RI.11-12.7:** Integrate and evaluate multiple sources of information presented in different media or formats (e.g., in charts, graphs, photographs, videos, or maps) as well as in words in order to address a question or solve a problem.
 - **SL.11-12.2:** Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
 - **SL.11-12.5:** Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
 - **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.d:** Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
 - **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.11-12.3.e:** Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
 - **W.11-12.6:** 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**
 - **HS.ESS.2.6:** Use a model to describe cycling of carbon through the ocean, atmosphere, soil, and biosphere and how increases in carbon dioxide concentrations due to human activity have resulted in atmospheric and climate changes.
 - **HS.ESS.3.2:** Evaluate competing design solutions for minimizing impacts of developing and using energy and mineral resources, and conserving and recycling those resources, based on economic, social, and environmental cost-benefit ratios. Clarification Statement: Examples include developing best practices for agricultural soil use, mining (for metals, coal, tar sands, and oil shales), and pumping (for petroleum and natural gas).
 - **HS.ETS.1.1:** Analyze a major global challenge to specify a design problem that can be improved. Determine necessary qualitative and quantitative criteria and constraints for solutions, including any requirements set by society. Clarification Statement: Examples of societal requirements can include risk mitigation, aesthetics, ethical considerations, and long-term maintenance costs.
 - **HS.ETS.1.3:** Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, aesthetics, and maintenance, as well as social, cultural, and environmental impacts.

- ***HS.LS.2.7:*** Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health. Clarification Statement: Examples of solutions can include captive breeding programs, habitat restoration, pollution mitigation, energy conservation, and ecotourism.

Stone Soup Leadership Institute
www.stonesoupleadership.org
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