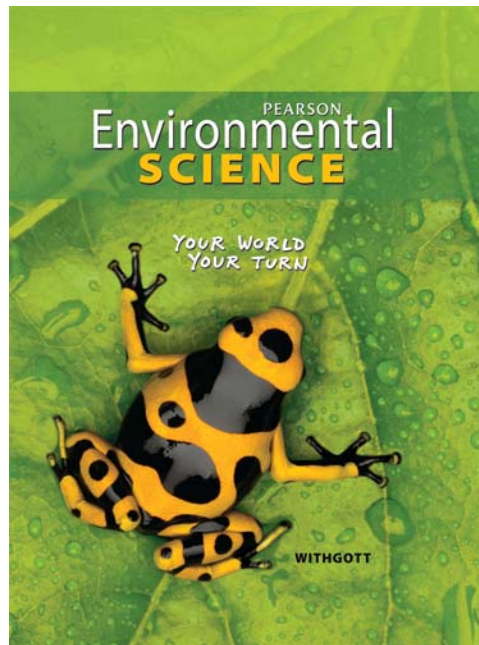


A Correlation of

Pearson

Environmental Science
Your World, Your Turn
Withgott, ©2011



To the

Common Core Standards
for
Literacy in Science
and Technical Subjects

Grades 9-12

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INTRODUCTION

This document demonstrates how *Environmental Science: Your World, Your Turn* ©2011 meets the Common Core Standards for Literacy in Science and Technical Subjects, grades 9-12. Correlation page references are to the Student and Teacher's Editions and cited at the page level.

Real Issues. Real Data. Real Choices.

Pearson's *Environmental Science: Your World, Your Turn* is based on real, current, and relevant content that brings the world of environmental science to life. All while making it personal and actionable for every student.

Exploring Real Issues through an Integrated Case-Study Approach

Opening every chapter, and integrated throughout the text and support materials both online and in print, the Central Case provides a consistent and engaging path for teaching core environmental science principles.

Based on the Most Current Data Available

A science program is only as good as the data. *Environmental Science: Your World, Your Turn* provides the most up-to-date data available from a wide-range of trusted sources. Maps, graphs, yesterday's news articles...and more.

Motivates Students to Make Choices

Environmental Science: Your World, Your Turn empowers students to draw their own conclusions and encourages them to think and act on both local and global levels. They will build the critical thinking skills that they will need long after the class ends.

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Reading Standards for Literacy in Science and Technical Subjects	
Grades 9–10 students:	
Key Ideas and details	
<p>RST.9-10.1. Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p>	<p><i>Make Your Case (Chapter Assessment)</i> SE/TE: 31, 93, 121, 159, 195, 221, 287, 317, 347, 387, 447, 511, 545, 607</p> <p><i>The Big Question</i> activity typically requires students to cite textual evidence while analyzing or explaining text related to the Big Question. TE: 13, 23, 39, 52, 70, 108, 150, 173, 188, 205, 213, 239, 245, 269, 296, 311, 368, 374, 400, 407, 436, 470, 495, 523, 532, 540, 554, 558, 566, 583, 597</p>
<p>RST.9-10.2. Determine the central ideas or conclusions of a text; trace the text’s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.</p>	<p><i>Reading Strategies</i> at the beginning of each lesson assist students in determining central ideas and organize lesson concepts. Students have opportunities throughout the program to summarize key lesson concepts. Representative SE/TE pages: 4, 64, 72, 76, 83, 110, 126, 133, 164, 181, 212, 277, 305, 398, 420, 452, 484, 502, 516, 536, 556, 582</p> <p><i>Reading Checkpoints</i> throughout each lesson require students stop and respond to key lesson questions. Representative SE/TE pages: 5, 45, 74, 129, 169, 201, 258, 300, 361, 406, 459, 517, 583, 600</p> <p>Tasks requiring students to determine central ideas, explain a process, and provide accurate summaries are located in <i>Lesson Assessments</i>. Representative SE/TE pages: 41, 71, 103, 132, 148, 180, 217, 233, 247, 283, 313, 336, 357, 425, 443, 496, 528</p> <p>Chapter Assessments <i>Critical Thinking</i> tasks require student evaluation and explanation of scientific concepts by citing textual evidence. SE/TE: 32, 60, 94, 122, 160, 196, 223, 252, 288, 318, 348, 416, 448, 478, 512, 546, 578, 608</p>

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<p>RST.9-10.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks attending to special cases or exceptions defined in the text.</p>	<p><i>Quick Labs</i> activities provide multistep procedures for students to follow. SE/TE: 22, 80, 152, 437, 459, 486</p> <p><i>Go Outside</i> activities engage students in following multistep procedures, taking measurements, performing technical tasks, and analyzing results. SE/TE: 102, 183, 310, 356, 396, 467, 564</p>
<p>Craft and Structure</p>	
<p>RST.9-10.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to <i>grades 9–10 texts and topics</i>.</p>	<p><i>Vocabulary</i> presented at the beginning of each lesson. Academic and scientific vocabulary are highlighted and used in context. Representative SE/TE pages: 4, 64, 72, 76, 83, 110, 126, 133, 164, 181, 212, 277, 305, 398, 420, 452, 484, 516, 582</p>

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<p>RST.9-10.5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., <i>force, friction, reaction force, energy</i>).</p>	<p>The Reading Strategy feature engages students in exploring the structure of scientific texts. Students create concept maps and cluster diagrams to organize and illustrate the relationships among lesson terms and concepts. See representative SE/TE: 36, 64, 100, 110, 149, 200, 234, 267, 305, 324, 352, 420, 452, 497, 529, 536, 556, 582</p> <p><i>Connect to the Central Case</i> activities, representative chapters/pages: SE/TE: Chapter 1: 3, 15, 16, 19, 20, 25, 27, 31; Chapter 4: 99, 100, 103, 113, 121; Chapter 10: 291, 307, 317; Chapter 13: 391, 394, 408, 415 Chapter 19: 581, 607</p> <p>Students apply their understanding of concepts and their relationships in <i>Explore the Big Question</i> activities. Representative SE/TE pages: 20, 41, 82, 103, 109, 140, 180, 206, 233, 266, 313, 383, 411, 460, 490, 521, 555, 603</p> <p>Lesson Assessment <i>Compare and Contrast</i>, See representative SE/TE: 47, 75, 140, 148, 155, 180, 191, 233, 253, 283, 329, 372, 411, 443, 460, 490, 521, 560</p> <p>Chapter Assessment <i>Review Concepts and Terms</i>, SE/TE: 31, 59, 93, 121, 159, 195, 221, 251, 287, 317, 347, 387, 415, 447, 477, 511, 545, 577, 607</p> <p><i>Ecological Footprints</i>, SE/TE: 33, 95, 161, 197, 223, 253, 289, 319, 349, 389, 417</p>
<p>RST.9-10.6. Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.</p>	<p>Students investigate a <i>Central Case</i> presented at the start of each chapter. They have to consider the author's purpose in the case's inclusion with each chapter's content. SE/TE: 3, 35, 63, 99, 125, 163, 199, 227, 255, 291, 323, 351, 391, 419, 451, 483, 515, 549, 581</p> <p><i>Connect to the Central Case</i> is a task in every lesson relating back to the chapter's <i>Central Case</i>. Representative SE/TE pages: 27, 89, 103, 134, 171, 423, 429, 507, 527</p>

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Integration of Knowledge and Ideas	
RST.9-10.7. Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.	<p><i>Real Data</i> and <i>Ecological Footprints</i> activities require students to interpret quantitative data related to lesson concepts. This standard is met throughout the program. SE/TE: <i>Real Data</i>, 51, 112, 144, 179, 214, 230, 302, 332, 431, 471, 493, 530, 552, 601; <i>Ecological Footprints</i>, 33, 61, 95, 123, 161, 197, 223, 253, 289, 319, 349, 389, 417, 449, 479, 513, 547, 579, 609</p> <p>Chapter Assessments, SE/TE: <i>Analyze Data</i>, 33, 95, 161, 197, 222, 253, 289, 319, 349, 389, 416, 449, 479, 513, 547, 579, 609; <i>Interpret Graphs</i>, 33, 61, 95, 123, 197, 222, 253, 289, 349, 389, 449, 479, 547, 579; <i>Analyze Graphs</i>, 161; <i>Interpret Tables</i>, 319, 609; <i>Interpret Diagrams</i>, 417; <i>Interpret Visuals</i>, 513</p> <p><i>Map It</i>, SE/TE: 10, 77, 210, 278, 366, 402, 422, 534, 568</p>
RST.9-10.8. Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.	<p><i>Think It Through</i> and <i>Explore the Big Question</i> in the Lesson Assessments ask students to evaluate the reasoning of a claim or a recommendation for solving a scientific or technical problem. <i>Think It Through</i> SE/TE: 11, 27, 55, 117, 155, 211, 276, 336, 343, 364, 372, 443, 473, 535, 573; <i>Explore the Big Idea</i>, 507, 555 <i>Critical Thinking (Chapter Assessment)</i> 32 (evaluate), 223, 478 (propose a solution), 608 (form an opinion)</p>
RST.9-10.9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	<p><i>21st Century Skills</i> often require students to research science topics, during which activity they will have to compare/contrast findings. SE/TE: 57, 475, 543</p> <p><i>Find Out More</i> activities often require students to research science topics, during which activity they will have to compare/contrast findings. SE/TE: 47, 137, 166, 294, 399, 421, 498, 524, 559, 587</p>

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Range of Reading and Level of Text Complexity	
<p>RST.9-10.10. By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.</p>	<p>Science text at the appropriate degree of complexity for 9th and 10 graders is located in every chapter; student proficiency is assessed in lesson and chapter assessments, as well as throughout the text. See representative SE/TE pages: 4-27, 36-55, 64-89, 100-117, 126-155, 164-191, 200-217, 228-247, 256-283, 292-313, 324-343, 352-383, 392-411, 420-443, 452-473, 484-507, 516-541, 550-573, 582-603</p> <p>SE/TE: <i>Science Behind the Stories</i>, 28, 118, 156, 384, 508; <i>Success Stories</i>, 56, 218, 344, 474; <i>A Closer Look</i>, 90, 248, 314, 444, 542, 604; <i>Point Counterpoint</i>, 192, 284, 412, 574; <i>Central Case</i>, 3, 35, 63, 99, 125, 163, 199, 227, 255, 291, 323, 351, 391, 419, 451, 483, 515, 549, 581; <i>It's Your World</i>, 611-618</p>

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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Grades 9–10 students:	
Text types and Purposes	
WHST.9-10.1. Write arguments focused on <i>discipline-specific content</i> .	<p><i>Write About It</i>, SE/TE: 119, 193, 249, 413</p> <p><i>21st Century Skills</i>, SE/TE: 413, 543, 575</p> <p>Chapter Assessment <i>Write About It</i> activities, SE/TE: 197, 289, 319, 349, 389, 413, 417, 449, 479, 513</p> <p>Lesson Assessment <i>Explore the Big Question</i>, SE/TE: 148</p> <p><i>Unit Project</i>, SE/TE: 96</p>
WHST.9-10.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	<p><i>Write About It</i>, SE/TE: 91, 157, 219, 249, 285, 345, 385, 445, 475, 509, 605</p> <p>Chapter Assessment <i>Write About It</i>, SE/TE: 33, 61, 95, 123, 161, 197, 219, 253, 315, 319, 389, 449, 479, 547, 579, 609</p> <p><i>Unit Project</i>, SE/TE: 96, 224</p>

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Production and distribution of Writing	
WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><i>Write About It</i> sections of the <i>Chapter Assessments</i>, Tasks include: SE/TE: <i>Summary</i>, 61, 123, 389; <i>Opinion</i>, 319, 417, 449, 479, 513; <i>Review</i>, 253; <i>Description</i>, 61, 123, 161, 609; <i>Compare and Contrast</i>, 253, <i>Explanation</i>, 95, 197, 253, 449, 547, 579; <i>Persuasion</i>, 197, 289, 349, 389, 417, 513; <i>Apply the Big Question</i>, 289, 449, 579</p> <p><i>Science Behind the Stories Write About It</i> activities are located at the end of a chapter. Tasks include: SE/TE: <i>Informative/Explanatory</i>, 29, 157, 315, 385, 509; <i>Argument</i>, 119,</p> <p><i>Point Counterpoint Write About It</i> activities are located at the end of a chapter. Tasks include: SE/TE: <i>Informative/Explanatory</i>, 285; <i>Argument</i>, 193, 413, 575</p> <p><i>A Closer Look Write About It</i> activities are located at the end of a chapter. Tasks include: SE/TE: <i>Argument</i>, 543; <i>Informative/Explanatory</i>, 91, 249, 315, 445, 605</p> <p><i>Success Stories Write About It</i> activities are located at the end of a chapter. Tasks include: SE/TE: <i>Informative/Explanatory</i>, 219, 345, 475</p> <p>Big Question Activities, TE: 205, 269</p> <p><i>Lesson Assessment</i>, SE/TE: 148</p> <p><i>Unit Projects</i>, SE/TE: 96, 224</p>
WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Unit Projects provide opportunities to develop and strengthen writing skills; SE/TE: 96, 224, 320, 480, 610
WHST.9-10.6. Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	<i>21st Century Skills</i> , SE/TE: 57, 91, 445, 475, 543, 605

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Research to Build and Present Knowledge	
WHST.9-10.7. 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.	<i>What Do You Think?</i> SE/TE: 328 <i>Write About It,</i> SE/TE: 33, 61, 95, 579, 609 <i>Big Question,</i> TE Only: 333
WHST.9-10.8. Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	<i>Find Out More</i> activities encourage students to research lesson concepts in more detail by gathering relevant information from print or digital sources and evaluating it. SE/TE: 47, 137, 166, 294, 399, 421, 498, 524, 559, 587 <i>21st Century Skills,</i> SE/TE: 57, 91, 345, 445, 475, 543, 605 <i>Unit Projects,</i> SE/TE: 96, 224
WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.	<i>Find Out More</i> activities encourage students to research lesson concepts in more detail by gathering relevant information from print or digital sources and evaluating it. SE/TE: 47, 137, 166, 294, 399, 421, 498, 524, 559, 587 <i>21st Century Skills,</i> SE/TE: 57, 91, 345, 445, 475, 543, 605 <i>Unit Projects,</i> SE/TE: 96, 224

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Range of Writing	
<p>WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>Write About It</i> sections of the <i>Chapter Assessments</i>, Tasks include: SE/TE: <i>Summary</i>, 61, 123, 389; <i>Opinion</i>, 319, 417, 449, 479, 513; <i>Review</i>, 253; <i>Description</i>, 61, 123, 161, 319, 609; <i>Compare and Contrast</i>, 253, <i>Explanation</i>, 95, 197, 253, 449, 547, 579; <i>Persuasion</i>, 197, 289, 349, 389, 417, 513</p> <p><i>Science Behind the Stories Write About It</i> activities are located at the end of a chapter. Tasks include: SE/TE: <i>Informative/Explanatory</i>, 29, 157, 315, 385, 509; <i>Argument</i>, 119</p> <p><i>Point Counterpoint, Write About It</i>, and <i>21st Century Skills</i> activities; SE/TE: 193, 285, 413, 575</p> <p><i>A Closer Look, Write About It</i>, and <i>21st Century Skills</i> activities; SE/TE: 91, 249, 315, 445, 543, 605</p> <p><i>Success Stories, Write About It</i>, and <i>21st Century Skills</i>; SE/TE: 219, 345, 475</p> <p><i>Unit Projects</i>, SE/TE: 96, 224</p>

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Reading Standards for Literacy in Science and Technical Subjects	
Grades 11-12 students:	
Key Ideas and Details	
<p>RST.11-12.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p>	<p><i>Make Your Case (Chapter Assessment)</i>, SE/TE: 31, 93, 121, 159, 195, 221, 287, 317, 347, 387, 447, 511, 545, 607</p> <p><i>The Big Question</i> activity requires students to cite textual evidence while analyzing or explaining text related to the Big Question. TE Only: 13, 23, 39, 52, 70, 108, 150, 173, 188, 205, 213, 239, 245, 269, 296, 311, 368, 374, 400, 407, 436, 470, 495, 523, 532, 540, 554, 558, 566, 583, 597</p>
<p>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.</p>	<p><i>Reading Strategies</i> at the beginning of each lesson assist students in determining central ideas and organize lesson concepts. Students have opportunities throughout the program to summarize key lesson concepts. Representative SE/TE pages: 4, 64, 72, 76, 83, 110, 126, 133, 164, 181, 212, 277, 305, 398, 420, 452, 484, 502, 516, 536, 556, 582</p> <p><i>Reading Checkpoints</i> throughout each lesson require students stop and respond to key lesson questions. Representative SE/TE pages: 5, 45, 74, 129, 169, 201, 258, 300, 361, 406, 459, 517, 583, 600</p> <p>Tasks requiring students to determine central ideas, explain a process, and summarize are located in <i>Lesson Assessments</i>. Representative SE/TE pages: 41, 71, 103, 132, 148, 180, 217, 233, 247, 283, 313, 336, 357, 425, 443, 496, 528</p> <p>Chapter Assessments <i>Critical Thinking</i> tasks require student evaluation and explanation of scientific concepts by citing textual evidence. SE/TE: 32, 60, 94, 122, 160, 196, 223, 252, 288, 318, 348, 416, 448, 478, 512, 546, 578, 608</p>

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<p>RST.11-12.3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.</p>	<p><i>Quick Labs</i> activities provide multistep procedures for students to follow and results to analyze. SE/TE: 22, 80, 152, 437, 459, 486</p> <p><i>Go Outside</i> activities engage students in following multistep procedures, taking measurements, performing technical tasks, and analyzing results. SE/TE: 102, 183, 310, 356, 396, 467, 564</p>
<p>Craft and Structure</p>	
<p>RST.11-12.4. Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.</p>	<p><i>Vocabulary</i> presented at the beginning of each lesson. Academic and scientific vocabulary are highlighted and used in context. Representative SE/TE pages: 4, 64, 72, 76, 83, 110, 126, 133, 164, 181, 212, 277, 305, 398, 420, 452, 484, 516, 582</p>

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<p>RST.11-12.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p>	<p>The Reading Strategy feature engages students in exploring the structure of scientific texts. Students create concept maps and cluster diagrams to organize and illustrate the relationships among lesson terms and concepts. See representative SE/TE: 36, 64, 100, 110, 149, 200, 234, 267, 305, 324, 352, 420, 452, 497, 529, 536, 556, 582</p> <p><i>Connect to the Central Case</i> representative chapters/pages: SE/TE: Chapter 1: 15, 16, 19, 20, 25, 27, 31; Chapter 4: 99, 100, 103, 113, 121; Chapter 10: 291, 307, 317; Chapter 13: 391, 394, 408, 415; Chapter 19: 581, 607</p> <p>Students apply their understanding of information and ideas in the <i>Explore the Big Question</i> activities. Representative SE/TE pages: 20, 41, 82, 103, 109, 140, 180, 206, 233, 266, 313, 383, 411, 460, 490, 521, 555, 603</p> <p>Lesson Assessment <i>Compare and Contrast</i>; see representative SE/TE pages: 75, 140, 148, 155, 180, 191, 233, 283, 329, 372, 411, 443, 460, 490, 521, 560</p> <p>Chapter Assessment <i>Review Concepts</i> section; SE/TE: 31, 59, 93, 121, 159, 195, 221, 251, 287, 317, 347, 387, 415, 447, 477, 511, 545, 577, 607</p> <p><i>Ecological Footprints</i> asks students to analyze data presented in a table and answer questions about the relationships between the data. SE/TE: 33, 95, 161, 197, 223, 253, 289, 319, 349, 389, 417</p>

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<p>RST.11-12.6. Analyze the author’s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.</p>	<p>Students investigate a <i>Central Case</i> presented at the start of each chapter. The author’s purpose is analyzed for resolution and the case inclusion with each chapter’s content. SE/TE: 3, 35, 63, 99, 125, 163, 199, 227, 255, 291, 323, 351, 391, 419, 451, 483, 515, 549, 581</p> <p><i>Connect to the Central Case</i> is a task in every lesson requiring student analysis relating back to the chapter’s <i>Central Case</i>. Representative SE/TE pages: 27, 89, 103, 134, 171, 423, 429, 507, 527</p>
Integration of Knowledge and Ideas	
<p>RST.11-12.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p>	<p><i>Real Data</i> and <i>Ecological Footprints</i> activities require students to interpret quantitative data related to lesson concepts. This standard is met throughout the program. SE/TE: <i>Real Data</i>, 51, 112, 144, 179, 214, 230, 302, 332, 431, 471, 493, 530, 552, 601; <i>Ecological Footprints</i>, 33, 61, 95, 123, 161, 197, 223, 253, 289, 319, 349, 389, 417, 449, 479, 513, 547, 579, 609</p> <p>Chapter Assessments, SE/TE: <i>Analyze Data</i>, 33, 95, 161, 197, 222, 253, 289, 319, 349, 389, 416, 449, 479, 513, 547, 579, 609; <i>Interpret Graphs</i>, 33, 61, 95, 123, 197, 222, 253, 289, 349, 389, 449, 479, 547, 579; <i>Analyze Graphs</i>, 161; <i>Interpret Tables</i>, 319, 609; <i>Interpret Diagrams</i>, 417; <i>Interpret Visuals</i>, 513</p> <p><i>Map It</i>, SE/TE: 10, 77, 210, 278, 366, 402, 422, 534, 568</p> <p><i>EnvironmentalScience.com</i>, SE/TE: 3, 35, 63, 99, 125, 163, 199, 227, 255, 291, 323, 351, 391, 419, 451, 483, 515, 549, 581</p>

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<p>RST.11-12.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p>	<p><i>Quick Labs</i> provide practice in scientific methods using labs built around each chapter's theme. During <i>Analyze and Conclude</i> activities students evaluate findings and verify data. SE/TE: 22, 37, 80, 152, 237, 263, 334, 437, 459, 486, 520, 591</p> <p><i>Real Data</i>, SE/TE: 51, 112, 144, 179, 214, 230, 302, 332, 431, 471, 493, 530, 552, 601</p>
<p>RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p>	<p><i>Real Data</i> activities offer students a variety of inquiry investigations to compare and contrast findings presented in the text with findings from their own experiments, SE/TE: 51, 112, 144, 179, 214, 230, 302, 332, 431, 471, 493, 530, 552, 601</p> <p><i>Quick Labs</i> require students to research specific questions related to the chapter topic, analyze and draw conclusions from their findings, SE/TE: 22, 37, 80, 152, 237, 263, 334, 437, 459, 486, 520, 591</p> <p>The <i>Analyze Data</i> feature of <i>the End of Chapter Assessment</i> provides hands-on, inquiry-based exploration of chapter concepts that require students to synthesize information into understanding of a process or concept. SE/TE: 33, 95, 161, 197, 222, 253, 289, 319, 349, 389, 416, 449, 479, 513, 547, 579, 609</p> <p><i>21st Century Skills</i> often require students to research science topics, during which activity they will necessarily have to compare/contrast findings. SE/TE: 57, 91, 345, 445, 475, 543, 605</p>

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Range of Reading and Level of Text Complexity	
<p>RST.11-12.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.</p>	<p>Science text at the appropriate degree of complexity for 11th and 12th graders is located in every chapter. See representative SE/TE pages: 4-27, 36-55, 64-89, 100-117, 126-155, 164-191, 200-217, 228-247, 256-283, 292-313, 324-343, 352-383, 392-411, 420-443, 452-473, 484-507, 516-541, 550-573, 582-603</p> <p>SE/TE: <i>Science Behind the Stories</i>, 28, 118, 156, 384, 508; <i>Success Stories</i>, 56, 218, 344, 474; <i>A Closer Look</i>, 248, 314, 444, 542, 604; <i>Point Counterpoint</i>, 192, 284, 412, 574; <i>Central Case</i>, 3, 35, 63, 99, 125, 163, 199, 227, 255, 291, 323, 351, 391, 419, 451, 483, 515, 549, 581; <i>It's Your World</i>, 611-618</p>

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Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects	
Grades 11–12 students:	
Text Types and Purposes	
WHST.11-12.1. Write arguments focused on discipline-specific content.	<p><i>Write About It</i>, SE/TE: 119, 193, 249, 413</p> <p><i>21st Century Skills</i>, SE/TE: 413, 543, 575</p> <p>Chapter Assessment <i>Write About It</i> activities, SE/TE: 197, 289, 319, 349, 389, 417, 449, 479, 513</p> <p>Lesson Assessment <i>Explore the Big Question</i>, SE/TE: 148</p> <p><i>Unit Project</i>, SE/TE: 96</p>
WHST.11-12.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	<p><i>Write About It</i>, SE/TE: 91, 157, 219, 249, 285, 315, 345, 385, 445, 475, 509, 605</p> <p>Chapter Assessment <i>Write About It</i>, SE/TE: 33, 61, 95, 123, 161, 197, 219, 253, 319, 389, 449, 479, 547, 579, 609</p> <p><i>Unit Project</i>, SE/TE: 96, 224</p>

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Production and Distribution of Writing	
WHST.11-12.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	<p><i>Write About It</i> sections of <i>Chapter Assessments</i>, SE/TE: <i>Summary</i>, 61, 123, 389; <i>Opinion</i>, 319, 417, 449, 479, 513; <i>Review</i>, 253; <i>Description</i>, 61, 123, 161, 609; <i>Compare and Contrast</i>, 253, <i>Explanation</i>, 95, 197, 253, 449, 547, 579; <i>Persuasion</i>, 197, 289, 349, 389, 417, 513; <i>Apply the Big Question</i>: 281, 449, 579</p> <p><i>Science Behind the Stories Write About It</i> activities; SE/TE: <i>Informative/Explanatory</i>, 29, 157, 315, 385, 509; <i>Argument</i>, 119</p> <p><i>Point Counterpoint Write About It</i> activities; SE/TE: <i>Informative/Explanatory</i>, 285; <i>Argument</i>, 193, 413, 575</p> <p><i>A Closer Look Write About It</i> activities; SE/TE: <i>Argument</i>, 543; <i>Informative/Explanatory</i>, 91, 249, 315, 445, 605</p> <p><i>Success Stories Write About It</i> activities; SE/TE: <i>Informative/Explanatory</i>, 219, 345, 475</p> <p>Big Question Activities, TE: 205, 269</p> <p><i>Lesson Assessment</i>, SE/TE: 148</p> <p><i>Unit Projects</i>, SE/TE: 96, 224</p>
WHST.11-12.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.	Unit Projects provide student opportunities to develop and strengthen writing skills; SE/TE: 96, 224, 320, 480, 610
WHST.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.	<i>21st Century Skills</i> , SE/TE: 57, 91, 445, 475, 543, 605
Research to Build and Present Knowledge	
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.	<p><i>What Do You Think?</i> SE/TE: 328</p> <p><i>Write About It</i>, SE/TE: 33, 61, 95, 579, 609</p> <p><i>Big Question</i>, TE Only: 333</p>

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<p>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.</p>	<p><i>Find Out More</i> activities encourage students to research lesson concepts in more detail by gathering relevant information from print or digital sources for evaluation. SE/TE: 47, 137, 166, 294, 399, 421, 498, 524, 559, 587</p> <p><i>21st Century Skills</i>, SE/TE: 57, 91, 345, 445, 475, 543, 605</p> <p><i>Unit Projects</i>, SE/TE: 96, 224</p>
<p>WHST.11-12.9. Draw evidence from informational texts to support analysis, reflection, and research.</p>	<p><i>Find Out More</i> activities encourage students to research lesson concepts in more detail by gathering relevant information from print or digital sources for evaluation. SE/TE: 47, 137, 166, 294, 399, 421, 498, 524, 559, 587</p> <p><i>21st Century Skills</i>, SE/TE: 57, 91, 345, 445, 475, 543, 605</p> <p><i>Unit Projects</i>, SE/TE: 96, 224</p>
Range of Writing	
<p>WHST.11-12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p>	<p><i>Write About It</i> sections of the <i>Chapter Assessments</i>, Tasks include: SE/TE: <i>Summary</i>, 61, 123, 389; <i>Opinion</i>, 319, 417, 449, 479, 513; <i>Review</i>, 253; <i>Description</i>, 61, 123, 161, 319, 609; <i>Compare and Contrast</i>, 253, <i>Explanation</i>, 95, 197, 253, 449, 547, 579; <i>Persuasion</i>, 197, 289, 349, 389, 417, 513</p> <p><i>Science Behind the Stories</i>, <i>Write About It</i> activities; SE/TE: <i>Informative/Explanatory</i>, 29, 157, 315, 385, 509; <i>Argument</i>, 119</p> <p><i>Point Counterpoint</i>, <i>Write About It</i>, and <i>21st Century Skills</i> activities; SE/TE: 193, 285, 413, 575</p> <p><i>A Closer Look</i>, <i>Write About It</i>, and <i>21st Century Skills</i> activities; SE/TE: 91, 249, 315, 445, 543, 605</p> <p><i>Success Stories</i>, <i>Write About It</i>, and <i>21st Century Skills</i>; SE/TE: 219, 345, 475</p> <p><i>Unit Projects</i>, SE/TE: 96, 224</p>