

Washington Standards Alignment

1. Washington Common Core Standards ELA
 - 1.1. Grades 9-10: Comprehension and Collaboration
 - 1.1.1. CCSS.ELA-LITERACY.SL.9-10.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
 - 1.1.2. CCSS.ELA-LITERACY.SL.9-10.1.C Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
 - 1.1.3. CCSS.ELA-LITERACY.SL.9-10.1.D Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
 - 1.1.4. CCSS.ELA-LITERACY.SL.9-10.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
 - 1.1.5. CCSS.ELA-LITERACY.SL.9-10.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
 - 1.2. Grades 11-12: Comprehension and Collaboration
 - 1.2.1. CCSS.ELA-LITERACY.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.
 - 1.2.2. CCSS.ELA-LITERACY.SL.11-12.1.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.
 - 1.2.3. CCSS.ELA-LITERACY.SL.11-12.1.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.
 - 1.2.4. CCSS.ELA-LITERACY.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.

- 1.2.5. CCSS.ELA-LITERACY.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.

2. Washington Standards Environmental and Sustainability Education 9-12

2.1. Integrated Standards

2.1.1. Standard 1: Ecological, Social, and Economic Systems

- 2.1.1.1. Students develop knowledge of the interconnections and interdependency of ecological, social, and economic systems. They demonstrate understanding of how the health of these systems determines the sustainability of natural and human communities at local, regional, national, and global levels.

2.1.2. Standard 2: The Natural and Built Environment

- 2.1.2.1. Students engage in inquiry and systems thinking and use information gained through learning experiences in, about, and for the environment to understand the structure, components, and processes of natural and human-built environments.

2.1.3. Standard 3: Sustainability and Civic Responsibility

- 2.1.3.1. Students develop and apply the knowledge, perspective, vision, skills, and habits of mind necessary to make personal and collective decisions and take actions that promote sustainability.

3. Washington Standards Health and Physical Education 9-12

3.1. Health Education

- 3.1.1. H1.W1.HS Analyze personal dimensions of health and design a plan to balance health.
- 3.1.2. H6.W7.HS Implement strategies to achieve a personal health goal.
- 3.1.3. H3.N1.HS Evaluate resources for accessing valid and reliable information, products, and services for healthy eating.
- 3.1.4. H8.N1.HS Collaborate with others to advocate for healthy eating at home, in school, or in the community.
- 3.1.5. H1.N5.HS Analyze and describe the relationship between nutritional choices, physical activity, and chronic diseases.
- 3.1.6. H6.N6.HS Apply strategies to overcome barriers to achieving a personal goal to improve healthy eating behaviors.

4. Next Generation Science Standards 9-12
 - 4.1. Life Science
 - 4.1.1. HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
 - 4.1.2. HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity
 - 4.1.3. HS-LS2-8 Evaluate evidence for the role of group behavior on individual and species' chances to survive and reproduce.
 - 4.2. Earth and Space Sciences
 - 4.2.1. HS-ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
 - 4.3. Engineering, Technology, and Applications Science
 - 4.3.1. 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, and aesthetics as well as possible social, cultural, and environmental impacts.
5. Washington Standards Social Studies 9-12
 - 5.1. Geography
 - 5.1.1. Grades 9-10 & 11 3.2.1 Analyzes and evaluates human interaction with the environment across the world in the past or present.
 - 5.1.2. Grade 12 3.2.1 Evaluates how human interaction with the environment has affected economic growth and sustainability.
 - 5.2. Social Studies Skills
 - 5.2.1. Grades 9-10 5.3.1 Evaluates one's own viewpoint and the viewpoints of others in the context of a discussion.
 - 5.2.2. Grade 11 5.3.1 Creates and articulates possible alternative resolutions to public issues and evaluates these resolutions using criteria that have been identified in the context of a discussion.
 - 5.2.3. Grade 12. 5.3.1 Evaluates how the discussion and the proposed alternative resolutions changed or solidified one's own position on public issues.