

Great Lakes in My World 9-12 www.greatlakes.org	Common Core State Standards			Activities	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Category	Code	Grade	Standard		9-12 Coastal Journey	9-12 A Sense of Place	9-12 State of the Great Lakes Coast	9-12 Restore and Explore	9-12 Getting to the Bottom of the Lakes	9-12 Coastal Habitat Research	9-12 The Great Race for Survival	9-12 Food Web Invasion	9-12 Coastal Careers	9-12 Create-a-Watershed	9-12 Bird's Eye view	9-12 Coastal Community Planning	9-12 Plant Plans	9-12 Habitat Analysis	9-12 Watershed Mysteries	9-12 Adopt-A-Habitat	9-12 Coastal Habitat Action Plan
Reading	RI.9-10.6	9-10	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.												x						
Reading	RI.11-12.6	11-12	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness, or beauty of the text.												x						
Reading	RI.9-10.7	9-10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.			x	x			x											
Reading	RI.11-12.7	11-12	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.	x	x	x				x											
Writing	W.9-10.1	9-10	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.												x						
Writing	W.9-10.1a	9-10	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.												x						
Writing	W.9-10.1b	9-10	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.												x						

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Writing	W.9-10.1c	9-10	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.												x						
Writing	W.9-10.1d	9-10	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.												x						
Writing	W.9-10.1e	9-10	Provide a concluding statement or section that follows from and supports the argument presented.												x						
Writing	W.11-12.1	11-12	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.												x						
Writing	W.11-12.1a	11-12	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.												x						
Writing	W.11-12.1b	11-12	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.												x						
Writing	W.11-12.1c	11-12	Use words, phrases, and clauses as well as varied syntax 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.												x						

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Writing	W.11-12.1d	11-12	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.												x						
Writing	W.11-12.1e	11-12	Provide a concluding statement or section that follows from and supports the argument presented.												x						
Writing	W.9-10.2	9-10	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.							x		x							x		x
Writing	W.9-10.2a	9-10	Introduce a topic; 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.							x		x							x		x
Writing	W.9-10.2b	9-10	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.							x		x							x		x
Writing	W.9-10.2c	9-10	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.							x		x							x		x
Writing	W.9-10.2d	9-10	Use precise language and domain-specific vocabulary to manage the complexity of the topic.							x		x							x		x
Writing	W.9-10.2e	9-10	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.							x		x							x		x

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Writing	W.9-10.2f	9-10	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).							x		x							x		x
Writing	W.11-12.2	11-12	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.							x		x							x		x
Writing	W.11-12.2a	11-12	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 formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.							x		x							x		x
Writing	W.11-12.2b	11-12	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.							x		x							x		x
Writing	W.11-12.2c	11-12	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.							x		x							x		x
Writing	W.11-12.2d	11-12	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.							x		x							x		x
Writing	W.11-12.2e	11-12	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.							x		x							x		x

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Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17		
Writing	W.11-12.3a	11-12	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.	x																		
Writing	W.11-12.3b	11-12	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.	x																		
Writing	W.11-12.3c	11-12	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).	x																		
Writing	W.11-12.3d	11-12	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.	x																		
Writing	W.11-12.3e	11-12	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	x																		
Writing	W.9-10.4	9-10	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 standards 1–3 above.)	x						x		x								x		
Writing	W.11-12.4	11-12	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 standards 1–3 above.)	x						x		x								x		x

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Writing	W.9-10.5	9-10	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 54.)									x			x				x		x
Writing	W.11-12.5	11-12	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12 on page 54.)								x				x				x		x
Writing	W.9-10.6	9-10	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.				x				x				x				x		x
Writing	W.11-12.6	11-12	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.				x				x				x				x		x
Writing	W.9-10.7	9-10	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.				x		x		x						x	x	x		x

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Writing	W.11-12.7	11-12	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.				x		x		x					x	x	x		x
Writing	W.9-10.8	9-10	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.	x			x		x		x			x				x		x
Writing	W.11-12.8	11-12	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.	x			x		x		x			x				x		x
Writing	W.9-10.9	9-10	Draw evidence from literary or informational texts to support analysis, reflection, and research.				x		x		x			x				x		x
Writing	W.11-12.9	11-12	Draw evidence from literary or informational texts to support analysis, reflection, and research.				x		x					x				x		x

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Writing	W.9-10.10	9-10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.															x	x			x
Writing	W.11-12.10	11-12	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.															x	x			x
Speaking and Listening	SL.9-10.1	9-10	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.		x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x
Speaking and Listening	SL.9-10.1a	9-10	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.		x	x	x	x	x	x	x	x	x	x			x	x	x	x	x	x
Speaking and Listening	SL.9-10.1b	9-10	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.		x		x	x				x					x	x	x	x		x
Speaking and Listening	SL.9-10.1c	9-10	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.		x	x	x	x	x	x	x	x	x	x			x	x	x	x		x

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Speaking and Listening	SL.9-10.1d	9-10	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.		x	x	x	x	x	x	x	x	x	x		x	x	x	x		x
Speaking and Listening	SL.11-12.1	11-12	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.		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
Speaking and Listening	SL.11-12.1a	11-12	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.		x	x	x	x	x	x	x	x	x	x		x	x	x	x	x	x
Speaking and Listening	SL.11-12.1b	11-12	Work with peers to promote civil, democratic discussions and decisionmaking, set clear goals and deadlines, and establish individual roles as needed.		x		x	x				x		x		x	x	x	x		x
Speaking and Listening	SL.11-12.1c	11-12	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.		x		x	x	x	x	x	x	x	x		x	x	x	x		x

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Speaking and Listening	SL.11-12.1d	11-12	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.	x		x	x	x	x	x	x	x	x		x	x	x	x		x	
Speaking and Listening	SL.9-10.2	9-10	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	x	x		x	x	x	x	x				x		x		x	x	
Speaking and Listening	SL.11-12.2	11-12	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.	x	x		x	x	x	x	x				x		x		x	x	
Speaking and Listening	SL.9-10.3	9-10	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.				x	x	x		x								x	x	x
Speaking and Listening	SL.11-12.3	11-12	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.				x	x	x		x								x	x	x
Speaking and Listening	SL.9-10.4	9-10	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.				x	x	x	x									x	x	x

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Speaking and Listening	SL.11-12.4	11-12	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, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.			x	x	x	x			x	x		x		x	x		
Speaking and Listening	SL.9-10.5	9-10	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				x	x	x	x					x	x				x
Speaking and Listening	SL.11-12.5	11-12	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.				x	x	x	x			x		x	x				x
Speaking and Listening	SL.9-10.6	9-10	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 on pages 54 for specific expectations.)	x		x	x		x		x	x	x		x	x	x	x	x	x
Speaking and Listening	SL.11-12.6	11-12	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)	x		x	x		x		x	x	x		x	x	x	x	x	x