





Great Lakes in My World 9-12 www.greatlakes.org				Common Core State Standards																	
				Activities																	
				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	
Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Reading in Science and Technical Subjects	RST.11-12.4	11-12	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 11–12 texts and topics</i> .		x			x		x					x						
Reading in Science and Technical Subjects	RST.9-10.5	9-10	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> ).						x	x	x							x			
Reading in Science and Technical Subjects	RST.11-12.5	11-12	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.							x	x							x			
Reading in Science and Technical Subjects	RST.9-10.6	9-10	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.					x	x		x										x
Reading in Science and Technical Subjects	RST.11-12.6	11-12	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.					x	x		x										x
Reading in Science and Technical Subjects	RST.9-10.7	9-10	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.	x	x		x	x	x	x	x		x		x						x
Reading in Science and Technical Subjects	RST.11-12.7	11-12	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.		x		x	x	x	x	x	x	x	x	x					x	x
Reading in Science and Technical Subjects	RST.9-10.8	9-10	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.						x		x			x				x	x	x	x
Reading in Science and Technical Subjects	RST.11-12.8	11-12	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.								x		x	x				x			x
Reading in Science and Technical Subjects	RST.9-10.9	9-10	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.	x		x	x	x	x		x							x		x	x

Great Lakes in My World 9-12 www.greatlakes.org		Common Core State Standards		Activities																	
Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Reading in Science and Technical Subjects	RST.11-12.9	11-12	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.				x	x	x	x		x	x	x		x		x	x	x	x
Reading in Science and Technical Subjects	RST.9-10.10	9-10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.							x		x			x			x	x	x	x
Reading in Science and Technical Subjects	RST.11-12.10	11-12	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.							x		x			x			x	x	x	x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.9-10.2	9-10	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	x					x		x			x					x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.9-10.2a	9-10	Introduce a topic and organize 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					x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.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					x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.9-10.2c	9-10	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.	x					x		x			x					x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.9-10.2d	9-10	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.	x					x		x			x					x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.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					x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.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					x		x

Great Lakes in My World 9-12 www.greatlakes.org		Common Core State Standards		Activities																
Category	Code	Grade	Standard	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17
Writing in History/Social Studies, Science, and Technical Subjects	WHST.11-12.2	11-12	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.	x					x		x			x				x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.11-12.2a	11-12	Introduce a topic and 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				x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.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				x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.11-12.2c	11-12	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	x					x		x			x				x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.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; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.	x					x		x			x				x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.11-12.2e	11-12	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).	x					x		x			x				x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.9-10.4	9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x					x		x			x				x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.11-12.4	11-12	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	x					x		x			x				x		x
Writing in History/Social Studies, Science, and Technical Subjects	WHST.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.															x		

Great Lakes in My World 9-12 www.greatlakes.org	Common Core State Standards			Activities	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	
					1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Category	Code	Grade	Standard		1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	
Writing in History/Social Studies, Science, and Technical Subjects	WHST.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.																	x		
Writing in History/Social Studies, Science, and Technical Subjects	WHST.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
Writing in History/Social Studies, Science, and Technical Subjects	WHST.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
Writing in History/Social Studies, Science, and Technical Subjects	WHST.9-10.7	9-10	Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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
Writing in History/Social Studies, Science, and Technical Subjects	WHST.11-12.7	11-12	Conduct short as well as more sustained research projects to answer a question (including a selfgenerated 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
Writing in History/Social Studies, Science, and Technical Subjects	WHST.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

