



California State Standards for High School that may be addressed by the Solano County Water Agency Water Awareness Video Contest:

Next Generation Science Standards

Earth's Systems

- ESS2-2 Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.
- ESS3-1 Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
- ESS3-3 Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
- ESS3.C Human Impacts on Earth Systems: The sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources.
- ESS3-4 Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
- ESS3-6 Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

Interdependent Relationships in Ecosystems

- LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

Common Core State English Language Arts Standards and Literacy in History/Social Studies, Science, and Technical Subjects Standards

Reading: Informational Text

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.
- RI.11-12.7
RST.11-12.7 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.
- 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.

Writing

Text Types and Purposes



W.9-10.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning
W.11-12.1 and relevant and sufficient evidence

WHST.9-10 Write arguments focused on *discipline-specific content*.
WHST.11-12

W.9-10.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and
W.11-12.2 information clearly and accurately through the effective selection, organization, and analysis of content.

W.9-10.3 Write narratives to develop real or imagined experiences or events using effective technique, well-
W.11-12.3 chosen details, and well-structured event sequences.

Production and Distribution of Writing

W.9-10.4 Produce clear and coherent writing in which the development, organization, and style are
WHST.9-10.4 appropriate to task, purpose, and audience.
W.11-12.4
WHST.11-12.4

W.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new
WHST.9-10.5 approach, focusing on addressing what is most significant for a specific purpose and audience.
W.11-12.5
WHST.11-12.5

W.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing
WHST.9-10.6 products, taking advantage of technology's capacity to link to other information and to display
W.11-12.6 information flexibly and dynamically.
WHST.11-12.6

Research to Build and Present Knowledge

W.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-
WHST.9-10.7 generated question) or solve a problem; narrow or broaden the inquiry when appropriate;
W.11-12.7 synthesize multiple sources on the subject, demonstrating understanding of the subject under
WHST.11-12.7 investigation.

W.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced
WHST.9-10.8 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.

W.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced
WHST.11-12.8 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.

W.9-10.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
WHST.9-10.9
W.11-12.9
WHST.11-12.9

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Speaking and Listening

Comprehension and Collaboration

- SL.9-10.1
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 9-10 [11-12] topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
- 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.
- 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.

Presentation of Knowledge and Ideas

- SL.9-10.4 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.
- SL.11-12.4 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.
- SL.9-10.5
SL.11-12.5 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.

Language

Conventions of Standard English

- L.9-10.1
L.11-12.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.9-10.2
L.11-12.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Visual and Performing Arts Content Standards

Theater



- 2.0 *Creative Expression*
Students apply processes and skills in acting, directing, designing, and scriptwriting to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.
- 2.1 Make acting choices, using script analysis, character research, reflection, and revision through the rehearsal process.
- 2.2 Write dialogues and scenes, applying basic dramatic structure: exposition, complication, conflict, crises, climax, and resolution.
- 3.0 *Historical and Cultural Context*
Students analyze the role and development of theatre, film/video, and electronic media in past and present cultures throughout the world, noting diversity as it relates to theatre.
- 3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.
- 5.0 *Connections, Relationships, Applications*
Students apply what they learn in theatre, film/video, and electronic media across subject areas. They develop competencies and creative skills in problem solving, communication, and time management that contribute to lifelong learning and career skills. They also learn about careers in and related to theatre.
- 5.1 (Advanced) Create projects in other school courses or places of employment, using tools, techniques, and processes from the study and practice of theatre, film/video, and electronic media.
- 5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.

Visual Arts

- 2.0 *Creative Expression*
Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- 2.3 Develop and refine skill in the manipulation of digital imagery (either still or video).

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