



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

## Next Generation Science Standards

### MS Earth's Systems

- 6.MS.ESS2-4 Develop a model to describe the cycling of water through Earth's systems driven by energy from the sun and the force of gravity.
- 6.MS.ESS3-3 Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
- 8.MS.ESS3-4 Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

### MS Matter and Energy in Organisms and Ecosystems

- 7.MS.LS2-1 Analyze and interpret data to provide evidence for the effects of resource availability on organisms and populations of organisms in an ecosystem.
- 7.MS.LS2-5 Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

### Engineering Design

- 6.MS.ETS1-1 Define the criteria and constraints of a design problem with sufficient precision to ensure a successful solution, taking into account relevant scientific principles and potential impacts on people and the natural environment that may limit possible solutions.
- 7.MS.ETS1-1
- 8.MS.ETS1-1

## Common Core Literacy in History/Social Studies, Science, and Technical Subjects Standards

### Science and Technical Subjects Grade 6-8

#### Key Ideas and Details

- RST.6-8.1 Cite specific textual evidence to support analysis of science and technical texts.
- RST.6-8.2 Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions.

#### Integration of Knowledge and Ideas

- RST.6-8.7 Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
- RST.6-8.8 Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

## Common Core Writing in History/Social Studies, Science, and Technical Subjects Standards

#### Text Types and Purposes

- WHST.6-8.1 Write arguments focused on discipline-specific content.
- WHST.6-8.1.A Introduce claim(s) about a topic or issue, acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.



- WHST.6-8.1.B Support claim(s) with logical reasoning and relevant, accurate data and evidence that demonstrate an understanding of the topic or text, using credible sources.
- WHST.6-8.1.C Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
- WHST.6-8.1.D Establish and maintain a formal style.
- WHST.6-8.1.E Provide a concluding statement or section that follows from and supports the argument presented.
- WHST.6-8.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
- WHST.6-8.2.A Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
- WHST.6-8.2.B Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
- WHST.6-8.2.C Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
- WHST.6-8.2.D Use precise language and domain-specific vocabulary to inform about or explain the topic.
- WHST.6-8.2.E Establish and maintain a formal style and objective tone.
- WHST.6-8.2.F Provide a concluding statement or section that follows from and supports the information or explanation presented.

#### Production and Distribution of Writing

- WHST.6-8.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- WHST.6-8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.

#### Research to Build and Present Knowledge

- WHST.6-8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- WHST.6-8.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- WHST.6-8.9 Draw evidence from informational texts to support analysis, reflection, and research.

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## Common Core State English Language Arts Standards

### Reading: Informational Text

#### Integration of Knowledge and Ideas

- RI.6.7 Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.
- RI.7.7 Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
- RI.8.7 Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
- RI.6.8 Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not.
- RI.7.8 Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
- RI.8.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.

### Writing

#### Text Types and Purposes

- W.6.1 Write arguments to support claims with clear reasons and relevant evidence.
- W.7.1
- W.8.1
- W.6.2 Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
- W.7.2
- W.8.2

#### Production and Distribution of Writing

- W.6.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- W.7.4
- W.8.4
- W.6.5 With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
- W.7.5
- W.8.5
- W.6.6 Use technology, including the Internet, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.
- W.7.6 Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.

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- W.8.6 Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.

#### Research to Build and Present Knowledge

- W.6.7 Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.
- W.7.7 Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
- W.8.7 Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
- W.6.8 Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.
- W.7.8 Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
- W.8.8

#### Speaking and Listening

##### Comprehension and Collaboration

- SL.6.2 Interpret information presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how it contributes to a topic, text, or issue under study.
- SL.7.2 Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
- SL.8.2 Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.

##### Presentation and Knowledge of Ideas

- SL.6.4 Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.7.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
- SL.8.4 Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

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- SL.6.5 Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.
- SL.7.5 Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
- SL.8.5 Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

## Language

### Conventions of Standard English

- L.6.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
- L.7.1
- L.8.1
- L.6.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
- L.7.2
- L.8.2

### Knowledge of Language

- L.6.3 Use knowledge of language and its conventions when writing, speaking, reading, or listening.
- L.7.3
- L.8.3

### Vocabulary Acquisition and Use

- L.6.6 Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
- L.7.6
- L.8.6

## **Visual and Performing Arts Content Standards**

### Theater

- 6.2.0 *Creative Expression*
- 7.2.0 Students apply processes and skills in acting, directing, designing, and script writing to create formal and informal theatre, film/videos, and electronic media productions and to perform in them.
- 8.2.0
- 6.2.2 Use effective vocal expression, gesture, facial expression, and timing to create character.
- 6.2.3 Write and perform scenes or one-act plays that include monologue, dialogue, action, and setting together with a range of character types.
- 6.4.0 *Aesthetic Valuing*
- 7.4.0 Students critique and derive meaning from works of theatre, film/video, electronic media, and theatrical artists on the basis of aesthetic qualities.
- 8.4.0
- 6.5.0 *Connections, Relationships, Applications*
- 7.5.0 Students apply what they learn in theatre, film/video, and electronic media across subject areas.
- 8.5.0 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.

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- 6.5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as a demonstration in history social science of how persuasion and propaganda are used in advertising.
- 7.5.1 Use theatrical skills to communicate concepts or ideas from other curriculum areas, such as creating a musical based on a piece of literature.
- 8.5.1 Use theatrical skills to present content or concepts in other subject areas, such as creating a video on cellular mitosis.

### Visual Arts

- 6.2.0 *Creative Expression*
- 7.2.0 Students apply artistic processes and skills, using a variety of media to communicate meaning and intent in original works of art.
- 8.2.0
- 6.2.6 Use technology to create original works of art.
- 7.2.6 Create an original work of art, using film, photography, computer graphics, or video.
- 8.5.3 *Connections, Relationships, Applications*  
Demonstrate an understanding of the effects of visual communication media (e.g., television, music videos, film, Internet) on all aspects of society.
- 6.5.4 Describe tactics employed in advertising to sway the viewer's thinking and provide examples.