

CADET SAFETY OFFICERS - JUMPSTART YOUR CAREER ON THE COAST!

7th-10th Grade Discussion Guide

Developed by: Emily Nienhaus-Stahl

SCIENCE CATEGORIES

Life Science, Careers

TIMEFRAME

3 activities that take 30 minutes each (Activity 2 can be expanded to 45 or 60 min)

MATERIALS

Whiteboard/posterboard/presentation notes pad (1 per student group)

KEY WORDS

PFD's, Float Plan, ECOS, Pre-boarding Inspection



LEARNING OBJECTIVES

Students will be able to:

- Identify the basic safety equipment and procedures needed to keep boat passengers safe on the water.
- Explore best practices in boating safety, including pre-boating inspections and having a "Float Plan".
- Determine how they can plan to be a safer and more prepared boat passenger and boat operator.
- Evaluate career opportunities offered by the U.S. Coast Guard to determine which positions may match their personal interests.

ACTIVITY SUMMARY

The main goal of this lesson plan is to allow students to work through the personal craft safety best practices that were focused on in the video. They are as follows:

- If you are about to start operating a vessel that's new to you, what steps would you take to ensure you and your passengers are safe?
- Create a plan and list of best practices out on the water.

BACKGROUND INFORMATION

In the last video, students Zach and Phoebe practice safe boat operation with Matt, the program director at Sailing Education Association of Sheboygan (SEAS). They learn that 77% of deaths in boating accidents happened when boat operators were not certified in boating safety. Matt teaches them how to practice, and what the best practices and challenges are in safely operating a vessel. He also emphasizes the importance of wearing the "kill switch" tether, so that if the operator is thrown away from the controls the boat automatically stops moving.

The 5 main contributing factors to boating accidents are:

1. inattention
2. inexperience
3. improper lookout
4. excessive speed
5. machinery failure

Students may look up how to get their boat safety certification on the [USCG.org](https://www.uscg.org) website.

In this second video clip, Phoebe also works with a master angler to do a boat inspection before going out on a fishing trip. The main points of the inspection are:

1. Make sure all safety equipment is present.
 - Personal Flotation Devices (PFD's) (Personal Flotation Devices) for every passenger to wear
 - Emergency float PFD cushion always out where it is easy to grab without digging
 - Signaling equipment present and operating (Flares, beacons, communication device like cell phone or 2-way radio)
 - Marine-grade fire extinguisher has pressure in the green zone so it is ready to be used
 - First aid kit present and stocked
 - Basic tool kit for boat repairs present and stocked
2. Walk around the boat to make sure:
 - The boat's drain plug is securely plugged to prevent water from coming in
 - Boat has no damage on the exterior
 - Fuel tank is full
 - Batteries are charged
 - Safety gear and tools are where they need to be before launch
3. The "Float Plan" has been shared with a trusted person on shore:
 - Time heading out on the water from the launch or moor
 - Where you are going
 - Time you expect to come back to the launch or moor
 - Who's on board
 - A list of safety equipment your boat is carrying

The leading causes of death among anglers are:

1. Alcohol
2. Underestimating danger on small boats (including kayaks, canoes, rowboats, paddleboards, and other 1-2 person crafts)

Although the USCG auxiliary helps power boaters, they don't have many program offerings or checklists for paddlers. You'll want to do your research if powering your boat with your own muscle is what you like! According to paddlecamp.com, information regarding small crafts can be confusing and varied. In fact, even life jacket laws vary by state, and some states even require stand-up paddleboards (SUP's) to be registered. And yes, a person can get a DUI (Drunk Driving) citation even on a kayak. To learn more about small craft regulations (or even how to use one) try visiting the Paddle Camp website. They're dedicated to making learning how to paddle safely easy. But if it's power boats you're into, the cgaux.org/boatinged/ webpage can get you connected to a boating trainer near you. You should also check your state's boating regulations. For example, in Wisconsin, a person younger than 10 years of age may not operate a motorboat. Persons 10 to 11 years old may operate a motorboat when accompanied by a designated adult who holds a valid boating safety certificate. Persons 12 to 15 years of age may operate a motorboat only when accompanied by a designated adult with a valid boating safety certificate, or hold their own boating safety certificate. Be in the know before you go! (dnr.wi.gov/files/pdf/pubs/le/le0301.pdf)



VOCABULARY

PFD – Personal Flotation Devices (PFD's) such as a conventional life jacket or self-inflating life jacket

ENGINE CUT OFF SWITCH (ECOS) - In water craft specifically: a device that tethers to the operator on one side and to a key inserted on a console on the boat on the other side. If the operator is pulled away from the controls, the key is pulled out of the console and the boat's engine automatically shuts off. Commonly called an "engine kill switch".

FLARE - A type of beacon that lights and burns brightly so it can be seen from a far distance. Where there is a danger of fire, other types of beacons are commonly used.

FLOAT PLAN - A plan that boaters give to a trusted person that gives information necessary in case of an emergency.

LEARNING PROCEDURE

INTRODUCTION:

Today we are going to view a video on boater's safety that will help you stay safe on the water, whether you are a passenger or a boat operator. During the video we will take notes on critical points using the worksheet you'll be provided. After viewing the video, we will act out a scenario using the knowledge gained through the notes we took during the video.

ACTIVITY 1:

In this activity period, students will view the first video on Recreational Boating Safety and fill out the attached ["Recreational Boating Safety Activity 1" worksheet](#).

ACTIVITY 2: "Cadet Vessel Safety Officers" Activity

For this activity, students will read the ["Cadet Vessel Safety Officers" worksheet](#) and then separate into groups and prepare a visual to present to the class.

ACTIVITY 3: Career Paths with the USCG

Students will read the attached ["Career Paths with the USCG" worksheet](#) and then put together a job proposal packet for each student listed in the activity.

Rubric:

- 40 points (10 per info line in job proposal) for each student.
 - Each point must be spelled correctly and contain complete and factual information to receive full points.
 - Misspelling of Job Title or unfitting job -5 points.
 - Missing or incorrect info - 5 points.
- 10 extra points for finding a career path that might interest the student writing the assignment with at least one sentence that plausibly explains why this may be of interest to him or her. (Can be used as extra credit or to make up for points deductions.)



CONCLUSION

Through this lesson, students are informed of the basic equipment and purpose for boating safety standards. They may learn more information and look for boat safety classes on USCG.org.

EXTENDING THE LESSON *(Options for extended/additional activities and lessons)*

- Bring in an experienced boat inspector to speak to the class and show boat safety equipment
- Share student stories on times where they personally experienced a time when boat safety equipment was important.
- Research a story where a boating accident happened, and write about how it could have been avoided.
- Link to Managing the Adult Boating Fun-Fest activity and videos for Into the Outdoors episode: Family Boating Safety.

RELATED LINKS

- Sailing Education Association of Sheboygan: seasheboygan.org/contact-us/
- United States Coast Guard Auxiliary: CGAUX.org
- United States Coast Guard Careers: gocoastguard.com
- Link to Paddler Info: paddlecamp.com (includes summaries of every state's non-motorized craft information, and information for some motorized kayaks/rowboats.)

RECREATIONAL BOATING SAFETY ACTIVITY 1 WORKSHEET

Developed by: Emily Nienhaus-Stahl



Student Name: _____ Class: _____ Date: _____

In the video we watched in the last class, students Zach and Phoebe practice safe boat operation with Matt, the program director at SEAS. They learn that 77% of deaths in boating accidents happened when boat operators were not certified in boating safety. Matt teaches them how to practice, and what the best practices and challenges are in safely operating a vessel. He also emphasizes the importance of wearing the “kill switch” tether, so that if the operator is thrown away from the controls that the boat automatically stops moving.

Fill in the following blanks, based on what you remember from the video and activity in our last session (utilize group discussion for what you do not remember):

The 5 main contributing factors to boating accidents are:

1. _____
2. _____
3. _____
4. _____
5. _____

In the video today, Phoebe also works with a master angler to do a boat inspection before going out on a fishing trip. Fill in the following lines as you watch the video.

The main points of the pre-boarding inspection are:

1. Make sure all safety equipment is present, including:

- _____
- _____
- _____
- _____
- _____
- _____



2. Walk around the boat to make sure:

- _____
- _____
- _____
- _____
- _____

3. The "Float Plan" list that is shared with a trusted person on shore:

- _____
- _____
- _____
- _____
- _____

The leading causes of death among anglers are:

1. _____

2. _____

More information is available at [USCG.org](https://www.uscg.org).

CADET VESSEL SAFETY OFFICERS WORKSHEET

Developed by: Emily Nienhaus-Stahl



Student Name: _____ Class: _____ Date: _____

Budget cuts and increased demands have prompted the Recreational Boating Safety officials in your state to recruit a student core of “Cadet Vessel Safety Officers” (also called CVSO’s) to help perform Vessel Safety Checks (also called VSC’s) on various watercraft.

You will be part of one of these 4 groups:

1. **CVSO’s** who will be developing their VSC list that they will use to evaluate the preparedness of student group #2 below (power boaters).
2. **Super-Fun Power-Boaters** – Students wanting to have fun boating, but before they can leave the dock they need to pass their VSC. These students need to research and list all the stuff they need to pass, and make sure these items are on their boats.
3. **CVSO’s** who will be developing their VSC list that they will use to test the student group #4 (paddle sport boaters – SUPs, canoes, kayaks).
4. **Super-Fun Paddle-Sporters** – Students wanting to have fun boating, but before they can leave the dock they need to pass their VSC. These students need to research the safety items unique to paddle sports (canoes, kayaks, rowboats, paddleboards, foot operated paddle boats, etc.) and list all the stuff they need to pass.

Your group should consist of 2-5 people who you work well with to create your lists. You will have 5 minutes to brainstorm, 10 minutes to create a visual to show the class, 2 minutes to present to the class, and 2 minutes for the class to respond to your list.

The fun part of this interaction is for each student group to “act out” the VSC inspections using the lists generated during group work on posters, white board or giant notepads, followed by short class discussion after each presentation on what was missed or could be improved.

CAREER PATHS WITH THE USCG WORKSHEET

Developed by: Emily Nienhaus-Stahl



Student Name: _____ Class: _____ Date: _____

The US Coast Guard (USCG) is a government organization that protects our country's borders, as well as the citizens who traverse them and live near them. There are many exciting career paths for US Coast Guard officers, as well as great benefits. You'll find all of this information on gocoastguard.com. No matter what your interest, you may find a career path with education and training included with the US Coast Guard, as well as lifelong rewards.

This activity can be done in class, or as a take-home project. Below is a list of students who are looking for schooling and a career choice that matches their interests. Your task is to match the interest with a job title with the US Coast Guard, (like a recruiter would do.) Read the following descriptions, then look at the gocoastguard.com website to find a job that might be of interest to the student in the description.

1. **Jenny:** Jenny likes science and is interested in helping people through developing her skills in the medical field. Her family doesn't have money to put her through medical school, but she heard that the USCG might have training programs that might fit her interests.
2. **Jamal:** Jamal enjoys technology and computers and would like to learn how computers and tech work together in complex systems. He wants to learn to write programming and understand the workings of technology, and maybe someday develop technology. He'd like to get into hands-on work in his field as soon as possible without paying for years of college first.
3. **Shared:** Shared enjoys puzzles and mysteries. She has considered a career in forensics, because it provides the promise of the challenge she desires, but can't see herself working on the front line solving cases for a police department. She is interested in seeing what behind the scenes work might be available in the USCG.
4. **Anthony:** Anthony is very passionate about making a positive difference in protecting a healthy environment and habitats for living things, especially in the ocean and seas. He has heard the private marine research field is very competitive for jobs. He knows the US Coast Guard works on the water, and wants to see if there is anything that he might be able to do to use his passions for the environment while working with the USCG.
5. **Abbie:** Abbie loves to express herself through art, especially photography and creative writing. She is the editor of her school's newspaper, and enjoys writing articles about many topics. However, the perks of being a freelance writer are often abysmal. She heard that the USCG has a wide offering of jobs and career paths with really great benefits, and she thought she'd take a long shot to see if there would be anything there for her.

For each student, you'll put together a job proposal packet with the following information:

- Job title
- Brief one sentence description of the job
- Education and training that is included
- Benefits list (health, retirement, etc.)

Bonus points: Do you see any career paths that you might be interested in exploring with the USCG? Which one would you choose, and why?

The following National Common Core Standards can be met teaching;

CADET SAFETY OFFICERS - JUMPSTART YOUR CAREER ON THE COAST!

7TH GRADE:

CCSS.ELA-LITERACY.RI.7.4	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.W.7.1	Write arguments to support claims with clear reasons and relevant evidence.
CCSS.ELA-LITERACY.W.7.2	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
CCSS.ELA-LITERACY.W.7.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.7.5	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, focusing on how well purpose and audience have been addressed.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
CCSS.ELA-LITERACY.W.7.10	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 discipline-specific tasks, purposes, and audiences.
CCSS.ELA-LITERACY.SL.7.1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.SL.7.3	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

CCSS.ELA-LITERACY.SL.7.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.7.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.7.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.7.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.7.4

Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.7.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.7.6

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.

8TH GRADE:

CCSS.ELA-LITERACY.RI.8.3

Analyze how a text makes connections among and distinctions between individuals, ideas, or events.

CCSS.ELA-LITERACY.RI.8.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

CCSS.ELA-LITERACY.RI.8.6

Determine an author's point of view or purpose in a text and analyze how the author distinguishes acknowledges and responds to conflicting evidence or viewpoints.

CCSS.ELA-LITERACY.RI.8.7

Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multi-media) to present a particular topic or idea.

CCSS.ELA-LITERACY.W.8.1

Write arguments to support claims with clear reasons and relevant evidence.

CCSS.ELA-LITERACY.W.8.2

Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

CCSS.ELA-LITERACY.W.8.4

Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

CCSS.ELA-LITERACY.W.8.5

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, focusing on how well purpose and audience have been addressed.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.W.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.

CCSS.ELA-LITERACY.W.8.9

Draw evidence from literary or informational texts to support analysis, reflection, and research.

CCSS.ELA-LITERACY.W.8.10

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 discipline-specific tasks, purposes, and audiences.

CCSS.ELA-LITERACY.SL.8.1

Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.8.3

Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.

CCSS.ELA-LITERACY.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.

CCSS.ELA-LITERACY.SL.8.5

Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

CCSS.ELA-LITERACY.SL.8.6

Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.

CCSS.ELA-LITERACY.L.8.1

Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

CCSS.ELA-LITERACY.L.8.2

Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

CCSS.ELA-LITERACY.L.8.3

Use knowledge of language and its conventions when writing, speaking, reading, or listening.

CCSS.ELA-LITERACY.L.8.4

Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

CCSS.ELA-LITERACY.L.8.5

Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

CCSS.ELA-LITERACY.L.8.6

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.

9TH - 10TH GRADE:

CCSS.ELA-LITERACY.RI.9-10.2

Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

CCSS.ELA-LITERACY.RI.9-10.4

Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).

CCSS.ELA-LITERACY.W.9-10.1

Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CCSS.ELA-LITERACY.W.9-10.2

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.

CCSS.ELA-LITERACY.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
CCSS.ELA-LITERACY.W.9-10.5	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.
CCSS.ELA-LITERACY.W.9-10.6	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.
CCSS.ELA-LITERACY.W.9-10.7	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.
CCSS.ELA-LITERACY.W.9-10.8	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.
CCSS.ELA-LITERACY.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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.
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.
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.
CCSS.ELA-LITERACY.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.
CCSS.ELA-LITERACY.SL.9-10.5	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.
CCSS.ELA-LITERACY.SL.9-10.6	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
CCSS.ELA-LITERACY.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
CCSS.ELA-LITERACY.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
CCSS.ELA-LITERACY.L.9-10.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
CCSS.ELA-LITERACY.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.
CCSS.ELA-LITERACY.L.9-10.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
CCSS.ELA-LITERACY.L.9-10.6	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.