

MARINA SAFETY GUARDS - KEEP YOUR FAMILY SAFE ON THE WATER!

7th-10th Grade Discussion Guide

Developed by: Emily Nienhaus-Stahl

SCIENCE CATEGORIES

Life Science

TIMEFRAME

90 minutes total, (one 30-minute session, one 60-minute session)

MATERIALS

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

KEY WORDS

PFD's, Float Plan, Engine Cut-off Switch (ECOS)



LEARNING OBJECTIVES

Students will be able to:

- Identify the safety gear needed on different types of watercraft.
- Explore the procedure of safety checks and learning basic safety in operating watercraft of any type.
- Determine how they can keep themselves and others safe through practicing their knowledge when riding in or on watercraft or operating watercraft of any type.

ACTIVITY SUMMARY

The first lesson in this two-part series focuses on the following:

- What do you need on your vessel to be a safe and legal boater?
- And, why does having the right gear matter for being safe on the water?

After watching the safety equipment videos, students will act as safety officers such as those working for the US Coast Guard. They will inspect virtual watercraft to make sure they have the required safety equipment and operation training plans.

BACKGROUND INFORMATION

Boating accidents are increasing at an alarming rate, which means that a fatal accident may at some point touch your student's lives. Many people learn to operate watercraft while in upper middle school through high school as their independence and interests expand. However, inexperience and lack of knowledge on the water could prove dangerous or deadly.

The U.S. Coast Guard has released its 2020 Recreational Boating Statistics Report, revealing that there were 767 boating fatalities nationwide in 2020, a 25.1 percent increase from 2019.

From 2019 to 2020, the total number of accidents increased 26.3 percent (4,168 to 5,265), and the number of non-fatal injured victims increased 24.7 percent (2,559 to 3,191). There is evidence that boating activity increased significantly during the pandemic, from reports of increased boat sales, insurance policies taken out, insurance claims, and calls for towing assistance. With the increased exposure (i.e., more boating hours), there was greater risk of deaths, injuries, and accidents. The Coast Guard is analyzing variables associated with boating activity to normalize this accident data.

Alcohol continued to be the leading known contributing factor in fatal boating accidents in 2020, accounting for over 100 deaths, or 18 percent of total fatalities.

Where boating instruction was known, 77 percent of deaths occurred on vessels where the operator had not received boating safety instruction. The Coast Guard recommends that all boaters take a boating safety course that meets the National Boating Education Standards prior to getting out on the water.

The most common vessel types involved in reported accidents were open motorboats, personal watercraft, and cabin motorboats. Where vessel type was known, the vessel types with the highest percentage of deaths were open motorboats (50 percent), kayaks (15 percent), and pontoons (9 percent).

-U.S. Coast Guard releases 2020 Boating Safety Statistics Report POSTED BY CWO KURT FREDRICKSON ON JUNE 30, 2021

The following episodes and lessons were created to increase student awareness to the safety procedures that save lives while on any kind of craft on any body of water. In them you will follow students Phoebe and Zach as they tour a US Coast Guard (USCG) vessel, learn to drive and inspect boats, and learn about the importance of boating safety. Students are encouraged to share their knowledge to save lives, and may peak their interest in sport fishing, boating or USCG careers.

In the first boating safety video clip, Phoebe and Zach meet Petty Officer Mike of the USS Sheboygan, a USCG safety patrol vessel. Officer Mike explains that he is the boat's "Coxwain," and therefore is responsible for all of the safety equipment on the boat as well as piloting the boat safely in rescue situations. He encourages all boaters to have a back-up plan in case the boat stops working, or there is an emergency of another sort.

When they need to rescue accident survivors on the water, the USCG boats have a heated "survivors compartment" for people to rest in while being rescued. This compartment is stocked with gear such as:

- life jackets
- medevac boards
- first aid kits
- pillows and blankets
- air horns
- flares
- tool kit
- a collar used to secure a boat that's being towed to the USCG boat

Petty Officer Mike explains that it is very important that boats be inspected for safety and have basic required safety gear on board before being operated. He said free USCG inspections can be requested by visiting the USCG website, as well as having access to educational courses and information. Safety inspections include checking:

- life jackets
- boat registration
- ventilation
- fire extinguishers
- distress signals
- battery covers
- battery extensions

(These items are all required to be on boats and fully operational by federal and state laws.)

Inspectors can also help you learn how to know the proper use, storage and maintenance of safety gear.

Note that all persons under 12 are required to wear life jackets while on any kind of vessel, whether docked or in motion. Persons over 12 may choose to remove life jackets when moored or in motion on a party boat or barge with full railings, or indoors of a party boat or houseboat.

Matt, the program director at Sailing Education Association of Sheboygan (SEAS) followed up Phoebe and Zach's visit on the USCG ship by teaching Phoebe and Zach the basics of safe boat operation. He said that 77% of deaths on boats occurred when the driver is not certified in boating safety. He cited the 5 most common contributing factors to boat accidents being: inattention, inexperience, improper lookout, excessive speed and machinery failure. In the next lesson we will focus on walk-around and safety equipment inspections. Certification classes and vessel inspections for boat safety can be found at CGAUX.org (Coast Guard Auxiliary.)

VOCABULARY

COXSWAIN - Literally means "canoe-servant", the coxswain is the person in charge of a boat, particularly its navigation and steering.

MEDEVAC - Emergency evacuation of the sick or wounded (as from a combat area or other dangerous situation).

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".



LEARNING PROCEDURE

INTRODUCTION:

In this unit, the class will view the first video featuring the USCG crew visitation and the boat safety course. During viewing, they will take notes on key points of the video, and after viewing, they will discuss what they have learned in preparation for the practice activity.

During the practice activity, students will act as boat safety personnel in their own company. They will make a safety plan for several vessels and plan training courses on safe vessel operation.

ACTIVITY 1:

In this activity period, students will view the first video on Recreational Boating Safety and fill out the [Marine Safety Guards Activity 1 Worksheet](#) with notes in preparation for their activity.

ACTIVITY 2: “Marina Entrepreneurs” Activity

To make money for college, your class decides to start a summer recreational boating rental business called the “Water Blast Marina”. The class rents an idle boathouse from one of the parents on a popular vacation lake in your town and gets a collection of popular recreational watercrafts of almost every kind to rent to your clients, all of which are owned by your families but are seldom used. Your class promises free rentals of all craft to the families as compensation. Because the prospect of sharing crafts that the family doesn’t own sounds fun, they all agree as long as wear and tear costs are covered.

After spending a good amount of time setting up your business, advertising and waiting for the customers and cash to pour in, your class gets busted by the state marine safety officer and the liability insurance agent because you forgot about protecting their customers from boating accidents. Before your class can start renting, you will need to develop a plan to provide safety gear and safety training for each watercraft and prove the validity of your plan through safety presentations.

You are going to act as a student in one of two expertise groups, either the RBS trainers group or the BSC checkers group. Each RBS or BSC group should consist of 2-5 students.

Distribute the “[Recreational Boat Safety \(RBS\) Trainers](#)” and “[Boat Safety Checkers \(BSC’s\)](#)” worksheets.

Groups will have 10 minutes to brainstorm their thoughts about what they need in their plan. Then they’ll take 15-20 minutes to draw up their plan on a poster board or whiteboard, using the last 5 minutes to practice their presentation.

Each group will have 5 total minutes to present their safety plans. Plan at least 2 minutes of presentation time and 3 minutes to answer questions. The class will assist in evaluating your plan for validity and completeness, so be sure that you have thought out everything that the inspectors will need to see and hear from your group!

Important statistics to share with your group:

- Where the cause of death was known, 75 percent of fatal boating accident victims drowned. Of those drowning victims with reported life jacket usage, 86 percent were not wearing a life jacket.
- Where boating instruction was known, 77 percent of deaths occurred on vessels where the operator had not received boating safety instruction. The Coast Guard recommends that all boaters take a boating safety course that meets the National Boating Education Standards prior to getting out on the water.
- The most common vessel types involved in reported accidents were open motorboats, personal watercraft, and cabin motorboats. Where vessel type was known, the vessel types with the highest percentage of deaths were open motorboats (50 percent), kayaks (15 percent), and pontoons (9 percent).

From the article: *U.S. Coast Guard releases 2020 Boating Safety Statistics Report*, CWO Kurt Fredrickson, June 30, 2021, Accessed from [Mariners.coastguard.blog](https://mariners.coastguard.blog) on February 27, 2021.

CONCLUSION

Boating safety is something that needs to be planned. The important parts of the plan include:

- The boat is in good running condition and has passed all pre-boarding checks.
- The operator knows how to safely operate the boat and avoid dangerous situations.
- Everyone on board knows where safety equipment is located and are wearing appropriate life jackets or other approved personal flotation devices.
- Everyone knows how to behave on the boat, and what their job will be especially in case of an emergency.
- There is an emergency plan.

In the next lesson we will focus more on pre-boarding checks and safety equipment checks..

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

- Look into boating safety certification using the USCG website.
- Look into safe boat operation courses such as the one offered by SEAS.

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 Coast Guard Report 2020 Summary: mariners.coastguard.blog/2021/06/30/u-s-coast-guard-releases-2020-boating-safety-statistics-report/

MARINE SAFETY GUARDS ACTIVITY 1 WORKSHEET

Developed by: Emily Nienhaus-Stahl



Student Name: _____ Class: _____ Date: _____

In this video, Phoebe and Zach meet Petty Officer Mike of the USS Sheboygan, a United States Coast Guard (USCG) safety patrol vessel. Officer Mike explains that he is the boat's "Coxswain."

What is a Coxswain? _____

What are the Coxswain's main duties?

1. _____

2. _____

When they need to rescue accident survivors on the water, the USCG boats have a heated "survivors' compartment" for people to rest in while being rescued. This compartment is stocked with gear such as:

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



Educational Partners:



Petty Officer Mike explains that it is very important that boats be inspected for safety and have basic required safety gear on board before being operated. He said free USCG inspections can be requested by visiting the USCG website, as well as having access to educational courses and information. Safety inspections include checking:

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

In the video, students Zach and Phoebe practice safe boat operation with Matt, the program director at SEAS. They learn that ____% of deaths in boating accidents happened when boat operators were _____.

The 5 main contributing factors to boating accidents are:

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

Notes on what Matt taught Phoebe and Zach about practicing boat safety:

What is an "ECOS"? _____

RECREATIONAL BOAT SAFETY (RBS) TRAINERS

Marina Entrepreneurs Worksheet

Developed by: Emily Nienhaus-Stahl



Student Name: _____ Class: _____ Date: _____

Your group will develop a 5-minute course that renters need to attend and pass before they get to disembark with the boat/watercraft rental.

The trainers can be divided into two groups to make the task more manageable:

The first group will take pontoons and fishing boats.

The second will take jet-ski, kayak and stand-up paddleboards.

During your presentation, your group will act out your plan/course in front of the class, with the RBS trainers group trying to train the rest of the class who are "client students." Even if the presentation is very good, the client students may want to pretend to not understand a few points and ask for more clarity on what they're learning. This will evaluate whether or not your group really understands and has planned for situations that may come up while operating each craft. Be sure to think out scenarios and the safety training that will need to go with them.

You will have 10 minutes to brainstorm your thoughts about what you need in your plan. Rely heavily on your notes from the video to help you. Take 15-20 minutes to draw up your plan on a poster board or whiteboard. Use the last 5 minutes to practice your presentation.

BOAT SAFETY CHECKERS (BSC'S)

Marina Entrepreneurs Worksheet

Developed by: Emily Nienhaus-Stahl



Student Name: _____ Class: _____ Date: _____

Your group will make checklists for these craft: pontoon boat, fishing boat, jet-ski, kayak, and stand-up paddleboard showing what each boat needs in the way of design, devices, and gear to be safe for renting.

The checkers should be divided up so each student group is working with only one type of watercraft.

For the BSC presentations, your group will explain and show, using posters or graphics, all safety features and gear required. The rest of the class will act as state marine safety officers and the liability insurance agents. They will grill your group on how and why their boats are “really” safe. You need to prove this to them.

You will have 10 minutes to brainstorm your thoughts about what you need in your plan. Rely heavily on your notes from the video to help you. Take 15-20 minutes to draw up your plan on a poster board or whiteboard. Use the last 5 minutes to practice your presentation.

The following National Common Core Standards can be met teaching;

MARINA SAFETY GUARDS - KEEP YOUR FAMILY SAFE ON THE WATER!

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. |