

Main Criteria: Cogent Education's Interactive Cases

Secondary Criteria: Ohio Academic Content Standards

Subject: Science

Grades: 9, 10, 11, 12



Title	Common Among States	Ohio Academic Content Standards	Ohio Academic Content Standards	Ohio Academic Content Standards	Ohio Academic Content Standards
<p>Action Potential -</p>	<p>OH</p>	<p>OH.B. - BIOLOGY: This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them.</p> <p>B.SI. - Science Inquiry and Application - During the years of grades 9 through 12, all students must use the following scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas:</p> <p>B.SI.2. - Design and conduct scientific investigations.</p> <p>B.SI.3. - Use technology and mathematics to improve investigations and communications.</p> <p>B.SI.5. - Recognize and analyze explanations and models.</p> <p>B.SI.6. - Communicate and support a scientific argument.</p> <p>B.4. - Cells</p> <p>B.4.1. - Cell structure and function</p> <p>B.4.1.1. - Structure, function and interrelatedness of cell organelles</p> <p>B.4.2. - Cellular processes</p> <p>B.4.2.1. - Characteristics of life regulated by cellular processes</p> <p>OH.ES. - ENVIRONMENTAL SCIENCE: Environmental science incorporates biology, chemistry, physics and physical geology and introduces students to key concepts, principles and theories within environmental science.</p> <p>ES.SI. - Science Inquiry and Application - During the years of grades 9 through 12, all students must use the following scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas:</p> <p>ES.SI.2. - Design and conduct scientific investigations;</p> <p>ES.SI.3. - Use technology and mathematics to improve investigations and communications;</p> <p>ES.SI.5. - Recognize and analyze explanations and models; and</p> <p>ES.SI.6. - Communicate and support a scientific argument.</p> <p>OH.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects</p> <p>- Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>OH.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p>	<p>OH.B. - BIOLOGY: This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. 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<p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
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<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - 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.</p> <p>WHST.9-10.2(b) - 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.</p>	<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - 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.</p> <p>WHST.9-10.2(b) - 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.</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - 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.</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - 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.</p>
<p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>WHST.11-12.2(b) - 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.</p>	<p>WHST.11-12.2(b) - 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.</p>
<p>WHST.9-10.2(f) - 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).</p>	<p>WHST.9-10.2(f) - 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).</p>	<p>WHST.11-12.2(c) - 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.</p>	<p>WHST.11-12.2(c) - 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.</p>
<p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(d) - 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.</p>	<p>WHST.11-12.2(d) - 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.</p>
<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>

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<p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
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<p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(d) - 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.</p>	<p>WHST.11-12.2(d) - 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.</p>
<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>

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<p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(d) - 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.</p>	<p>WHST.11-12.2(d) - 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.</p>
<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>

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Filtration -	OH	<p>OH.B. - BIOLOGY: This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. 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<p>WHST.9-10.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.9-10.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>OH.WHST.11-12 - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>OH.WHST.11-12 - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - 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.</p> <p>WHST.9-10.2(b) - 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.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - 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).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - 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.</p> <p>WHST.9-10.2(b) - 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.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - 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).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - 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.</p> <p>WHST.11-12.2(b) - 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.</p> <p>WHST.11-12.2(c) - 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.</p> <p>WHST.11-12.2(d) - 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.</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - 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.</p> <p>WHST.11-12.2(b) - 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.</p> <p>WHST.11-12.2(c) - 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.</p> <p>WHST.11-12.2(d) - 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.</p>
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<p>WHST.9-10.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.9-10.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>OH.WHST.11-12 - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>OH.WHST.11-12 - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - 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.</p> <p>WHST.9-10.2(b) - 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.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - 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).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - 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.</p> <p>WHST.9-10.2(b) - 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.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - 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).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - 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.</p> <p>WHST.11-12.2(b) - 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.</p> <p>WHST.11-12.2(c) - 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.</p> <p>WHST.11-12.2(d) - 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.</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - 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.</p> <p>WHST.11-12.2(b) - 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.</p> <p>WHST.11-12.2(c) - 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.</p> <p>WHST.11-12.2(d) - 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.</p>
<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>

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<p>WHST.9-10.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.9-10.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>OH.WHST.11-12 - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>OH.WHST.11-12 - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1 - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - 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.</p> <p>WHST.9-10.2(b) - 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.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - 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).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.9-10.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - 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.</p> <p>WHST.9-10.2(b) - 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.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - 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).</p> <p>WHST.9-10.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - 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.</p> <p>WHST.11-12.2(b) - 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.</p> <p>WHST.11-12.2(c) - 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.</p> <p>WHST.11-12.2(d) - 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.</p>	<p>WHST.11-12.2 - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - 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.</p> <p>WHST.11-12.2(b) - 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.</p> <p>WHST.11-12.2(c) - 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.</p> <p>WHST.11-12.2(d) - 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.</p>
<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>	<p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3 - (See note; not applicable as a separate requirement)</p>

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Nitrogen Cycle -	OH	OH.B. - BIOLOGY: This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them. B.SI. - Science Inquiry and Application - During the years of grades 9 through 12, all students must use the following scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas: B.SI.2. - Design and conduct scientific investigations. B.SI.3. - Use technology and mathematics to improve investigations and communications. B.SI.5. - Recognize and analyze explanations and models. B.SI.6. - Communicate and support a scientific argument. B.3. - Diversity and Interdependence of Life B.3.2. - Ecosystems B.3.2.1. - Homeostasis B.3.2.1.b. - Equilibrium and disequilibrium OH.E.S. - ENVIRONMENTAL SCIENCE: Environmental science incorporates biology, chemistry, physics and physical geology and introduces students to key concepts, principles and theories within environmental science. ES.SI. - Science Inquiry and Application - During the years of grades 9 through 12, all students must use the following scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas: ES.SI.2. - Design and conduct scientific investigations; ES.SI.3. - Use technology and mathematics to improve investigations and communications; ES.SI.5. - Recognize and analyze explanations and models; and ES.SI.6. - Communicate and support a scientific argument. 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<p>OH.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>OH.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - 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.</p> <p>WHST.9-10.2(b) - 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.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - 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).</p>	<p>OH.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>OH.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; 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include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p>WHST.11-12.2(b) - 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.</p> <p>WHST.11-12.2(c) - 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.</p>	<p>OH.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p>RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.</p> <p>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.</p> <p>RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently.</p> <p>OH.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.</p> <p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.11-12.2(a) - 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; 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Osmosis -	OH	<p>OH.B. - BIOLOGY: This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them.</p> <p>B.SI. - Science Inquiry and Application - During the years of grades 9 through 12, all students must use the following scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas:</p> <p>B.SI.2. - Design and conduct scientific investigations.</p> <p>B.SI.3. - Use technology and mathematics to improve investigations and communications.</p> <p>B.SI.5. - Recognize and analyze explanations and models.</p> <p>B.SI.6. - Communicate and support a scientific argument.</p> <p>B.4. - Cells</p> <p>B.4.1. - Cell structure and function</p> <p>B.4.1.1. - Structure, function and interrelatedness of cell organelles</p> <p>B.4.2. - Cellular processes</p> <p>B.4.2.1. - Characteristics of life regulated by cellular processes</p> <p>B.4.2.3. - Cell division and differentiation</p> <p>OH.ES. - ENVIRONMENTAL SCIENCE: Environmental science incorporates biology, chemistry, physics and physical geology and introduces students to key concepts, principles and theories within environmental science.</p> <p>ES.SI. - Science Inquiry and Application - During the years of grades 9 through 12, all students must use the following scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas:</p> <p>ES.SI.2. - Design and conduct scientific investigations;</p> <p>ES.SI.3. - Use technology and mathematics to improve investigations and communications;</p> <p>ES.SI.5. - Recognize and analyze explanations and models; and</p>	<p>OH.B. - BIOLOGY: This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. 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<p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>	<p>WHST.11-12.1(c) - Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p>
<p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>	<p>WHST.11-12.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p>
<p>WHST.9-10.2(a) - 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.</p>	<p>WHST.9-10.2(a) - 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.</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>	<p>WHST.11-12.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
<p>WHST.9-10.2(b) - 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.</p>	<p>WHST.9-10.2(b) - 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.</p>	<p>WHST.11-12.2(a) - 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.</p>	<p>WHST.11-12.2(a) - 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.</p>
<p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>WHST.11-12.2(b) - 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.</p>	<p>WHST.11-12.2(b) - 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.</p>
<p>WHST.9-10.2(f) - 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).</p>	<p>WHST.9-10.2(f) - 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).</p>	<p>WHST.11-12.2(c) - 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.</p>	<p>WHST.11-12.2(c) - 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.</p>

		<p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.9-10.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.9-10.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.9-10.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.2(d) - 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.</p> <p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>	<p>WHST.11-12.2(d) - 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.</p> <p>WHST.11-12.2(e) - 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).</p> <p>WHST.11-12.3. - (See note; not applicable as a separate requirement)</p> <p>WHST.11-12.3(a) - Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In science and technical subjects, students must be able to write precise enough descriptions of the step-by-step procedures they use in their investigations or technical work that others can replicate them and (possibly) reach the same results.</p> <p>WHST.11-12.4. - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Photosynthesis -	OH	<p>OH.B. - BIOLOGY: This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them.</p> <p>B.SI. - Science Inquiry and Application - During the years of grades 9 through 12, all students must use the following scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas:</p> <p>B.SI.2. - Design and conduct scientific investigations.</p> <p>B.SI.3. - Use technology and mathematics to improve investigations and communications.</p> <p>B.SI.5. - Recognize and analyze explanations and models.</p> <p>B.SI.6. - Communicate and support a scientific argument.</p> <p>B.3. - Diversity and Interdependence of Life</p> <p>B.3.2. - Ecosystems</p> <p>B.3.2.1. - Homeostasis</p> <p>B.3.2.1.b. - Equilibrium and disequilibrium</p> <p>B.4. - Cells</p> <p>B.4.1. - Cell structure and function</p> <p>B.4.1.1. - Structure, function and interrelatedness of cell organelles</p> <p>B.4.2. - Cellular processes</p> <p>B.4.2.1. - Characteristics of life regulated by cellular processes</p> <p>B.4.2.2. - Photosynthesis, chemosynthesis, cellular respiration</p> <p>OH.ES. - ENVIRONMENTAL SCIENCE: Environmental science incorporates biology, chemistry, physics and physical geology and introduces students to key concepts, principles and theories within environmental science.</p> <p>ES.SI. - Science Inquiry and Application - During the years of grades 9 through 12, all students must use the following scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas:</p> <p>ES.SI.2. - Design and conduct scientific investigations;</p>	<p>OH.B. - BIOLOGY: This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. 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<p>ES.SI.3. - Use technology and mathematics to improve investigations and communications; ES.SI.5. - Recognize and analyze explanations and models; and</p> <p>ES.SI.6. - Communicate and support a scientific argument. ES.3. - Global Environmental Problems and Issues ES.3.3. - Climate change OH.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy). RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>OH.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content. WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence. WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns. WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes. WHST.9-10.2(a) - 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. WHST.9-10.2(b) - 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.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p>	<p>ES.SI.3. - Use technology and mathematics to improve investigations and communications; ES.SI.5. - Recognize and analyze explanations and models; and</p> <p>ES.SI.6. - Communicate and support a scientific argument. 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ES.3. - Global Environmental Problems and Issues ES.3.3. - Climate change OH.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 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. RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently. OH.WHST.11-12. - Writing Standards for Literacy in Science and Technical Subjects WHST.11-12.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.11-12.1(a) - Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence. WHST.11-12.1(b) - Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases. 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ES.3. - Global Environmental Problems and Issues ES.3.3. - Climate change OH.RST.11-12. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details RST.11-12.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. RST.11-12.5. - Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas. 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. RST.11-12.10. - By the end of grade 12, read and comprehend science/technical texts in the grades 11-12 text complexity band independently and proficiently. 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Synaptic Transmission - OH	OH	<p>OH.B. - BIOLOGY: This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. Fundamental concepts of heredity and evolution provide a framework through inquiry-based instruction to explore the living world, the physical environment and the interactions within and between them.</p> <p>B.SI. - Science Inquiry and Application - During the years of grades 9 through 12, all students must use the following scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas:</p> <p>B.SI.2. - Design and conduct scientific investigations.</p> <p>B.SI.3. - Use technology and mathematics to improve investigations and communications.</p> <p>B.SI.5. - Recognize and analyze explanations and models.</p> <p>B.SI.6. - Communicate and support a scientific argument.</p> <p>B.4. - Cells</p> <p>B.4.1. - Cell structure and function</p> <p>B.4.1.1. - Structure, function and interrelatedness of cell organelles</p> <p>OH.ES. - ENVIRONMENTAL SCIENCE: Environmental science incorporates biology, chemistry, physics and physical geology and introduces students to key concepts, principles and theories within environmental science.</p> <p>ES.SI. - Science Inquiry and Application - During the years of grades 9 through 12, all students must use the following scientific processes with appropriate laboratory safety techniques to construct their knowledge and understanding in all science content areas:</p> <p>ES.SI.2. - Design and conduct scientific investigations;</p> <p>ES.SI.3. - Use technology and mathematics to improve investigations and communications;</p>	<p>OH.B. - BIOLOGY: This course investigates the composition, diversity, complexity and interconnectedness of life on Earth. 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<p>ES.SI.5. - Recognize and analyze explanations and models; and</p> <p>ES.SI.6. - Communicate and support a scientific argument.</p> <p>OH.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>OH.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - 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.</p> <p>WHST.9-10.2(b) - 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.</p> <p>WHST.9-10.2(c) - Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p>WHST.9-10.2(f) - 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).</p>	<p>ES.SI.5. - Recognize and analyze explanations and models; and</p> <p>ES.SI.6. - Communicate and support a scientific argument.</p> <p>OH.RST.9-10. - Reading Standards for Literacy in Science and Technical Subjects - Key Ideas and Details</p> <p>RST.9-10.1. - Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.</p> <p>RST.9-10.5. - Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).</p> <p>RST.9-10.10. - By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.</p> <p>OH.WHST.9-10. - Writing Standards for Literacy in Science and Technical Subjects</p> <p>WHST.9-10.1. - Write arguments focused on discipline-specific content.</p> <p>WHST.9-10.1(a) - Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.</p> <p>WHST.9-10.1(b) - Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.</p> <p>WHST.9-10.1(c) - Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.</p> <p>WHST.9-10.1(e) - Provide a concluding statement or section that follows from or supports the argument presented.</p> <p>WHST.9-10.2. - Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p> <p>WHST.9-10.2(a) - Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; 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