

California Education and the Environment Initiative

Increasing Environmental Literacy for K–12 Students...

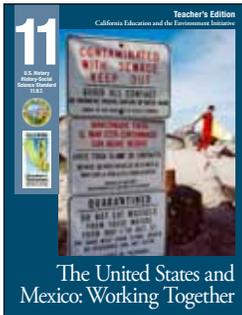
Because the Future is in Their Hands



TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

Created with your needs in mind, this document shows the correlation between the EEI Curriculum and the California Common Core State Standards. By teaching the EEI unit lessons in your classroom, you will be simultaneously addressing the Common Core standards depicted in this guide.

11.9.7.—The United States and Mexico: Working Together



In this unit, students examine relations between the United States and Mexico by looking at key economic, political, and environmental issues. Focusing on the border region, students analyze issues related to the Tijuana River watershed, then continue to discuss other environmental problems and their influence on U.S.–Mexico relations. They analyze population data, infrastructure, and economic opportunities in cities along the border. Then student groups prepare information to take part in a simulated conference on water quality issues in the Rio Grande watershed, presenting differing perspectives from the standpoint of various stakeholders in the region. They examine the environmental provisions of international agreements involving the United States and Mexico and discuss efforts to resolve cross-border environmental issues, noting where progress is being made and not made as these issues influence U.S.–Mexico relations.

		RH.11–12.1	RH.11–12.2	RH.11–12.3	RH.11–12.4	RH.11–12.5	RH.11–12.6	RH.11–12.7	RH.11–12.9	RH.11–12.10	WHST.11–12.2	WHST.11–12.4	SL.11–12.1	SL.11–12.3	SL.11–12.4
LESSONS	California Connections	✓			✓	✓	✓	✓		✓	✓				
	1		✓		✓					✓			✓		
	2		✓	✓	✓			✓	✓	✓	✓		✓		✓
	3				✓			✓	✓		✓		✓		
	4		✓		✓					✓	✓		✓	✓	✓
	5	✓	✓		✓					✓	✓		✓		
	6	✓	✓		✓					✓	✓		✓		
	Traditional Assessment		✓									✓	✓		
Alternative Assessment		✓									✓				

Note: For your reference, the list of California Common Core State Standards abbreviations is on the following page.

Using the EEI-Common Core Correlation Matrix

The matrix on the front page identifies a number of Common Core standards that are supported by this EEI unit. However, the check marks in the matrix do not necessarily signify that the Common Core standards checked will be taught to mastery by using this EEI unit alone. Teachers are encouraged to select which Common Core standards they wish to emphasize, rather than teaching to every indicated standard. By spending more time on selected standards, students will move toward greater Common Core proficiency in comprehension, critical thinking and making reasoned arguments from evidence. Teaching this EEI unit will provide opportunities for teachers to implement the shift in instructional practice necessary for full Common Core implementation.

California Common Core State Standards Abbreviations

- **CCSS:** California Common Core State Standards
- **RH:** Reading Standards for Literacy in History-Social Studies
- **SL:** Speaking and Listening Standards
- **WHST:** Writing Standards for Literacy in History-Social Studies, Science, and Technical Subjects

Note: Since each Common Core standard includes a breadth of skills, in this correlation, the portion of the standard description that is featured in the Common Core standards applications is cited, using “...” to indicate omitted phrases. For a list of the complete standard descriptions, please see the Common Core Reference Pages located on pages 20–21 of this document.

A Note about Common Core Speaking and Listening Standards

Throughout this unit, students participate in various learning structures and groups to analyze, discuss, and synthesize data, which supports the skill in Speaking and Listening Standard 1 “Participate effectively in a range of collaborative discussions (one-on-one, groups...) with diverse partners.” With prior instruction on collaborative discussions, these various groupings and the materials students examine lend themselves to prime discussion material for collaborative discussions. Learning structures with tasks for pairs and groups are in the following lessons:

- **Lesson 1:** Whole class (optionally, students could be divided into groups to generate questions regarding the reading)
- **Lesson 2:** Pairs, whole class (optional medium-sized groups for discussion)
- **Lesson 3:** Pairs, whole class
- **Lesson 4:** 8 groups
- **Lesson 5:** 3 groups, groups of 3, whole class
- **Lesson 6:** Individuals, groups of 4, whole class

National Geographic Resources

- **United States-Mexico Border Region** student maps, 1 per student (Lessons 1, 2, 3, 4)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
<p>Students answer multiple choice questions. Then they respond to 3 different prompts by writing multiple paragraph essays that describe environmental issues and their related problems, compare two stake holders, and explain a specific treaty and how it influences life in the border region.</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>WHST.11–12.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> 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... b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples... 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. d) Use precise language, domain-specific vocabulary... to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context... 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>WHST.11–12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
Alternative Assessment	
<p>Students create a concept map defining aspects of an environmental issue, including specific examples.</p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary...</p> <p>WHST.11–12.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples...

Lesson 1: The Tijuana River: A Shared Resource

Students brainstorm problems and issues that influence relations between the United States and Mexico. They read and discuss an article about the environmental issues involving the Tijuana River watershed and consider how these issues influence life in the border region.



National Geographic Resources

- **United States-Mexico Border Region** student maps (1 per student)

Use this correlation in conjunction with the **Procedures** located on pages 38–39 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Step 5: Students read California Connections: The Tijuana River: Part 1 A Shared Resource (Student Edition, pages 2–5).</p> <p>Suggestion: <i>In addition to providing support for Reading Literacy standards, this selection provides a writing model for some of the Writing Literacy standards. As students read for content, explicitly point out the text structures the author uses to convey the information.</i></p> <p><i>In addition to reading California Connections for content, students should look at several key elements on how the writing is structured. This can be done while they’re reading, with the teacher rotating around to different groups to help point out text structures; alternatively, students who have been familiarized with this process can identify these structural elements as they read by themselves.</i></p> <p><i>Students can also be placed in small groups and directed to stop at key points and generate their own questions regarding the information in the text.</i></p> <p><i>Refer to the Reading California Connections Using a Common Core Reading and Writing Focus on pages 15–19 to view specific suggestions for integrating Common Core standards while reading this selection not only for content, but for text structure as well.</i></p>	<p>RH.11–12.2: Determine the central ideas or information of a...secondary source...</p> <p>RH.11-12.10: ...read and comprehend history-social studies texts... independently and proficiently.</p>

Student Tasks	Common Core Standards Applications
<p>Step 6: Students use their completed concept maps from the reading to participate in a discussion about the article. There are suggested questions in the Procedures page 39, but students should be encouraged to also generate their own questions regarding the information in the article.</p> <p>Suggestion: <i>Students with prior training in collaborative conversations can be assigned as student discussion leaders to guide the conversation, eliciting questions from students as well as using those in Step 6 of the Procedures. This could be done as a whole class, or students could be divided into medium-size groups with student discussion leaders for each group.</i></p>	<p>SL.11–12.1 Initiate and participate effectively in a range of collaborative discussions...with diverse partners... building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a) Come to discussions prepared...draw on that preparation by referring to evidence from texts...</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence...</p>
<p>Step 7: Students answer questions related to their reading and the discussion.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...secondary source...</p>

Lesson 2: Life on the Border

Students read about environmental problems in the border region; locate on a map the areas where these problems are reported; and analyze how these problems are connected. Students discuss how environmental problems influence the relationship between the United States and Mexico.



National Geographic Resources

- **United States-Mexico Border Region** student maps, 1 per student

Use this correlation in conjunction with the **Procedures** located on page 52 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Step 1: In pairs, students read scenarios involving environmental issues in four areas of the border region, combining information from Environmental Scenarios (Student Edition, pages 6–8), the United States-Mexico Border Region student map, and questions from What Are the Issues? (Student Workbook, pages 6–9) to analyze why each specific environmental problem exists and to write answers to the posed questions.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>RH.11–12.3: Evaluate various explanations for actions or events...</p> <p>RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse formats...</p> <ul style="list-style-type: none"> ■ Map <p>RH.11-12.10: ...read and comprehend history-social studies texts... independently and proficiently.</p> <p>WHST.11–12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts...</p>

Student Tasks	Common Core Standards Applications
<p>Step 2: As a whole class, (or alternatively in medium-sized groups), students answer questions about how these environmental issues may influence the relationship between the United States and Mexico, the economy, and politics.</p> <p>Suggestion: <i>With prior training in collaborative discussions, students can lead the conversation, eliciting questions from students as well as asking those found in the Procedures.</i></p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...with diverse partners... building on others’ ideas and expressing their own clearly and persuasively.</p> <p>a) Come to discussions prepared...draw on that preparation by referring to evidence from texts...</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence...</p>
<p>Step 3: Students read The Reality (Student Edition, pages 9–10), which provides follow up information regarding the scenarios they read earlier, and the influence these environmental issues have on the relations between the United States and Mexico.</p> <p>Suggestion: <i>This reading can be done whole class, or students can be divided into groups to read and discuss the material. In addition to the questions listed in the Procedures page 52, students should discuss reasons why some issues seem to have made some progress in the two countries working together for solutions, and others have not made much progress.</i></p>	<p>RH.11–12.2: Determine the central ideas or information of a...secondary source...</p> <p>RH.11–12.3: Evaluate various explanations for actions or events...</p> <p>RH.11–12.10: ...read and comprehend history-social studies texts... independently and proficiently.</p>
<p>Suggestion: <i>An extension would be to divide students into 5 groups and have each group research one of the issues to update the current status of the situation. Each group could then present their information to the class.</i></p>	<p>RH.11–12.9: Integrate information from diverse sources...into a coherent understanding of an idea or event...</p> <p>SL.11–12.4: Present information, findings, and supporting evidence...</p>

Lesson 3: Population Pressures

Students review the factors that affect population, add population data to a map of the border region, analyze the infrastructure and economic opportunities in specific border cities, and consider the effects of population growth on the environmental problems discussed in previous lessons.



National Geographic Resources

- **United States-Mexico Border Region** student maps, 1 per student

Use this correlation in conjunction with the **Procedures** located on pages 68–69 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Steps 2–4: Students view Population Data for Six Border Cities (Visual Aid #2) and determine the highest population density and overall population. They look for relationships between the populations of the cities and their locations on the United States-Mexico Border Region student map.</p> <p>Then in pairs they interpret more data from each community, and combining it with the population and map information, they identify patterns or relationships in the data as they compare the different communities. They share out their findings with the class.</p>	<p>RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words)...</p> <ul style="list-style-type: none"> ■ Table ■ Map ■ Statistical data <p>RH.11–12.9: Integrate information from diverse sources...into a coherent understanding of an idea or event, noting discrepancies among sources.</p>
<p>Steps 5 and 6: Students view a graph showing estimates of population growth in the border region, and speculate on the implications of population growth, using discussion questions to prompt student thought. They then complete questions related to the various resources and their discussion.</p>	<p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>c) Propel conversations by posing and responding to questions that probe reasoning and evidence...</p> <p>WHST.11–12.2: Write informative/explanatory texts...</p> <p>b) Develop the topic thoroughly by selecting the most significant and relevant facts...</p> <p>d) Use precise language, domain-specific vocabulary...</p>

Lesson 4: From a Different Perspective

Students read about the Rio Grande and work in groups to prepare for a simulated “Conference on Environmental Partnerships between the United States and Mexico.” They take on the roles of members of various U.S. and Mexican stakeholder groups active around the Rio Grande River. They present the perspectives of various stakeholders concerned about water quality issues in the Rio Grande watershed and discuss the factors important to these stakeholders.



National Geographic Resources

- **United States-Mexico Border Region** student maps, 1 per student

Tip: The three sessions of this lesson provide strong Common Core interaction and thought development, especially in helping students view an issue from multiple perspectives. Scheduling time at the end of the simulated conference for students to discuss and process the conflicting needs of the different stakeholders, as well as the process for coming up with solutions, will help students transfer the skill of looking at issues from different perspectives into other academic areas as well as their everyday lives.

Session 1

Use this correlation in conjunction with the **Procedures** located on pages 80–81 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Step 2: Students read Background on the Rio Grande or Rio Bravo (Student Edition, pages 11–12) and discuss water quantity and quality issues affecting the surrounding areas.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...secondary source...</p> <p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p> <p>RH.11–12.10: ...Read and comprehend history-social studies texts... independently and proficiently.</p>

Student Tasks	Common Core Standards Applications
<p>Steps 4 and 5: Eight student groups begin preparation for the “Conference on Environmental Partnerships” by defining roles with job descriptions and reading information about their own stakeholder group.</p>	<p>Note: <i>These steps are preparing students for the next session where they will apply these standards:</i></p> <p>SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>SL.11-12.4: Present information, findings, and supporting evidence... conveying a clear and distinct perspective...</p>

Session 2

Use this correlation in conjunction with the **Procedures** located on page 82 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Steps 1–3: Students work in groups to prepare their presentations for the “Conference on Environmental Partnerships” in Session 3. Each group will present their perspective of the water quantity and quality issues of their community based on the stakeholder group they represent.</p> <p>Suggestion: <i>To lend to the dynamics of the simulation, students can prepare a sign with the name and emblem of their group to display while presenting at the Environmental Conference in Session 3.</i></p>	<p>SL.11-12.1: Initiate and participate effectively in a range of collaborative discussions...</p> <p>b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p>d) Respond thoughtfully to diverse perspectives...</p>

Session 3

Use this correlation in conjunction with the **Procedures** located on page 83 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Note: Allotting time at the end of Session 3 for students to discuss the various perspectives presented at the simulated “Conference on Environmental Partnerships between the United States and Mexico” and to analyze and review the complex issues surrounding water use in the Rio Grande will give students a glimpse into the economic, environmental, and political challenges each government faces.

This session is an exemplar for developing Common Core critical thinking and collaborative conversations that develop multiple perspectives. Building it up to be a simulated “Conference” where the U.S. and Mexico are joining efforts will lend to the atmosphere that will help students recognize and understand the different perspectives as they are presented.

Student Tasks	Common Core Standards Applications
<p>Steps 1–3: Student groups present their stakeholder concerns while other groups take notes.</p> <p>After the presentations, students discuss the complex social, economic, and political concerns when dealing with environmental issues. Set this up as a collaborative conversation to encourage student interaction of ideas as well as student generated probing questions.</p>	<p>SL.11–12.1d: Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible...</p> <p>SL.11–12.3: Evaluate a speaker’s point of view...</p> <p>SL.11–12.4: Present information, findings, and supporting evidence...conveying a clear and distinct perspective...such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p>
<p>Step 4: Students complete conference notes on each stakeholder’s presentation.</p>	<p>WHST.11–12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts...</p>

Lesson 5: International Agreements

Using a jigsaw approach, students learn about an international agreement, the environmental provisions in an international trade agreement, and a binational program designed to regulate environmental issues in the border region.



Use this correlation in conjunction with the **Procedures** located on page 106 of the Teacher’s Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Step 3: Three “expert” groups each focus on one of the international agreements between the United States and Mexico: The La Paz Agreement (Student Edition, page 15), NAFTA’s Environmental Provisions (Student Edition, page 16), and Border 2012 Program (Student Edition, page 17). They read about their assigned agreement, filling out the section of International Agreements (Student Workbook, pages 15–16) that applies to their reading while talking within their groups to ensure understanding.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...source...</p> <p>RH.11–12.10: ...read and comprehend history-social studies texts... independently and proficiently.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...with diverse partners...</p>
<p>Step 4: Students are regrouped into groups of 3 with one student from each of the “expert” groups. Each member describes their assigned agreement or program to the other students in the group, citing specific evidence from the text. Groups finish filling out the International Agreements chart. Alternatively, students could be placed in groups of six, with two students representing each agreement.</p> <p>After filling out their charts, students should compare different aspects of each International Agreement.</p>	<p>RH.11–12.1: Cite specific textual evidence to support analysis of...sources...</p> <p>RH.11–12.2: ...provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...with diverse partners...</p>

Student Tasks	Common Core Standards Applications
<p>Step 5: After discussing the kinds of issues that cross international borders and require international agreements, students respond to the prompt at the end of International Agreements in essays of at least 3 paragraphs in length.</p> <p>Suggestion: Review with students the writing expectations in WHST.11–12.2. Model an example of general details versus concrete, specific details.</p> <p><i>General: “Sewage is an environmental issue that affects people on both sides of the border.”</i></p> <p><i>Specific: “Raw sewage deposited in a watershed in urban areas can affect the people and natural systems on each side of an international border. Political boundaries do not stop the flow of polluted water. People can develop water-borne illnesses that can cause long-term effects on themselves as well as on future generations. Ecosystems infiltrated with large amounts of pollution can no longer cleanse the water for use by plants and animals. This can lead towards a decrease in population of key species which in turn affects other species. These effects can discourage people from traveling to the area, so the tourism industry and the economy of the whole area may suffer.”</i></p>	<p>WHST.11–12.2: Write informative/explanatory texts...</p> <ul style="list-style-type: none"> a) Introduce a topic and organize complex ideas, concepts, and information... b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information... 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. d) Use precise language, domain-specific vocabulary... e) Provide a concluding statement or section that follows from and supports the information or explanation provided...

Lesson 6: The Future of the Tijuana River

Students read about several organizations' efforts to resolve environmental issues in the Tijuana River watershed. The class discusses these efforts in light of actions in the rest of the border region and examines how the efforts influence U.S.–Mexico relations.



Use this correlation in conjunction with the **Procedures** located on page 118 of the Teacher's Edition. Only procedure steps with a Common Core correlation are included in the table below.

Student Tasks	Common Core Standards Applications
<p>Vocabulary Development: For depth of understanding, vocabulary may be featured within the context of the unit instead of or in addition to the beginning of the lesson.</p>	<p>RH.11–12.4: Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of the text...</p>
<p>Steps 2, 3, and 4: Students individually read <i>California Connections: The Tijuana River, Part 2</i> (Student Edition, pages 18–19).</p> <p>Students answer questions on The Future of the Tijuana River (Student Workbook, page 17). Then they are organized into groups of four and share and discuss their responses to the questions citing specific evidence from the text to support their statements.</p> <p>Afterwards, groups share their discussion points with the class as a whole, furthering their discussion with more discussion prompts.</p> <p>Suggestion: <i>With prior training in collaborative conversations, student leaders could be assigned to lead the discussion either in medium-sized groups or as a whole class.</i></p>	<p>RH.11–12.1: Cite specific textual evidence to support analysis of...sources...</p> <p>RH.11–12.2: Determine the central ideas or information of a...source...</p> <p>RH.11–12.10: ...read and comprehend history-social studies texts... independently and proficiently.</p> <p>WHST.11–12.2b: ...selecting the most significant and relevant facts...</p> <p>SL.11–12.1: Initiate and participate effectively in a range of collaborative discussions...with diverse partners...</p>

Unit Assessment

Refer to the introduction pages at the front of this document for information regarding the Traditional and Alternative Assessments for this unit and their Common Core correlations.

Reading *California Connections* using a Common Core Reading and Writing Focus

Reading

History teachers can further enhance the teaching of Common Core Reading Literacy Standards by noting the suggestions below and in the following pages while reading the *California Connections* selection for content. Explicitly teach students to pay attention to the structure of the text by noting the following:

- Note how the author cites evidence to support main points and analysis; note any gaps or inconsistencies; note the date and origin of the source and whether it is primary or secondary. **(RH.11–12.1)**
- Note how the author sets up the central ideas or information; trace the relationship among key details and ideas; summarize how key events or ideas develop over the course of the text. **(RH.11–12.2)**
- Analyze a series of events described in the text; evaluate various explanations for actions or events; determine which explanation best accords with textual evidence; determine whether earlier events caused later ones or simply preceded them; acknowledge where matters are left uncertain. **(RH.11–12.3)**
- Note how the author explains and refines the meaning of key terms, symbols, domain-specific words, and phrases. **(RH.11–12.4)**
- Analyze how the structure is used to emphasize key points or advance an explanation or analysis and how key sentences, paragraphs, and larger portions of the text contribute to the whole. **(RH.11–12.5)**
- Compare and evaluate the point of view of the author(s); note which details are included and emphasized; assess the author's claims, reasoning, and evidence; compare the text with other authors on the same topic. **(RH.11–12.6)**
- Note how the information in the *California Connections* text integrates with information provided throughout the unit in diverse visual, quantitative, and qualitative formats, including tables, charts, research data, and maps, in print or digital texts. **(RH.11–12.7)**
- Assess whether the author's extent of reasoning and evidence in a text support the author's claim; evaluate the author's premises, claims, and evidence. **(RH.11–12.8)**
- When other documents are included, compare and contrast findings presented in this text to those in other sources, noting when the findings support or contradict previous explanations, and identify any discrepancies. **(RH.11–12.9)**
- Note comprehension strategies for understanding text. **(RH.11–12.10)**

Note: Standard descriptions from the Reading Standards for Literacy in Science and Technical subjects are paraphrased and combined, using terminology that applies to reading a *California Connections* selection.

Writing

Many *California Connections* selections can be used as a model for future student writing tasks applying the Writing Literacy Standards by noting how the author structures the text, organizes the ideas, and provides well-chosen relevant and sufficient facts, extended definitions, concrete details, quotations, or other information and examples.

Using the *California Connections* Selection

The following pages note specific places where the *California Connections* selection provides examples for specific Writing Literacy Standards, using this selection as a writing model. They also provide suggestions for teaching students to analyze text structure using the Reading Literacy Standards. Teachers can incorporate more suggestions from the list above.

WHST.11–12.2a: Introduce a topic...

- The introduction uses an attention grabber to connect with the reader.

RH.11–12.10: ...read and comprehend history-social studies texts...independently and proficiently.

Suggestion: While reading the text, have students apply reading strategies to aid comprehension of the social studies content.

RH.11–12.5: Analyze in detail how a [text] is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- This sentence sets up the issues and topics for the rest of the article.

RH.11–12.4: Determine the meaning of words and phrases as they are used in a text...

- Trans-boundary watershed

California Connections: The Tijuana River, Part 1
Lesson | page 1 of 4

The Tijuana River: Part I A Shared Resource



If you walk along the sand at Imperial Beach, you will see gulls and sunbathers, you are likely to see empty beverage containers, bleach bottles, plastic toys, tires, oil containers, or even a refrigerator door. You might also see a yellow sign that says *Keep Out! Sewage Contaminated Water. Exposure May Cause Illness.*

The San Diego County Department of Environmental Health closed the beach at the mouth of the Tijuana River for 198 days in 2006. Environmental problems cross political borders at this special place where land, river, and ocean merge with two socially and economically different countries.

The Tijuana River is a trans-boundary watershed, with drainages running across the border between United States and Mexico. Most of the river flows through Mexico. There it passes the cities of Tecate and Tijuana. It enters the United States 3 miles (4.8 kilometers) before draining into the Pacific Ocean. The river meets the sea at the protected Tijuana River National Estuarine Research Reserve. The Reserve lies at the meeting point of terrestrial, freshwater, and marine habitats. It provides refuge for several threatened and endangered



Warning sign, Imperial Beach, California

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RH.11–12.7: Integrate and evaluate...information... in diverse formats...

- Why was this photo chosen?
- How does it enhance the understanding of the message in the text?
- How does its impact on the reader match the introductory paragraph's statements?
- Analyze the other photos in the same way.

RH.11–12.5: Analyze in detail how a [text] is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- Spatial organization (describing by location)

RH.11–12.5: Analyze in detail how a [text] is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- Claim/support
- Cause and effect

WHST.11–12.2c: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among... ideas...

- Years ago
- Today

Suggestion: Note transitions and connecting words throughout the text.

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species. Years ago, hiking upstream from the reserve, you might have been able to see dolphins and deer in the same day. However, those mammals no longer live in the estuary.

Human Activity
Today, human activities threaten the Tijuana River watershed. The area is designated as a biodiversity hotspot and a "Wetland of International Importance." It is home to many threatened species. Experts think that Tijuana's current population of 1.5 million will double by 2020. San Diego's population will increase by 1.3 million. This rapid growth means that more people will need homes, water, and places to dispose of wastes. Rapid growth is a particular problem for Mexico because it lacks infrastructure, like facilities for wastewater.

Citizens of both countries move to the border region seeking work. Migration to the region has grown since the mid-1990s. At that time, the new North American Free Trade Agreement (NAFTA) eased trade restrictions between United States and Mexico. NAFTA led to an explosion in the number of *maquiladoras*. *Maquiladoras* are assembly plants. Many of them are American-owned, but they operate on the Mexican side of the border. There, the owners take advantage of Mexico's lower wages and more abundant labor supply. They also take advantage of less strict enforcement of environmental regulations. Most of the profits from the *maquiladoras* flow back across the border to American and multinational corporations.

Problems and Issues
Money is not the only thing that flows across the border. Litter and the byproducts of manufacturing flow into the



Wastewater flowing, Los Laureles Canyon, Tijuana, Mexico

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WHST.11–12.2c: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among... ideas...

- Transition or connecting phrase

RH.11–12.4: Determine the meaning of words and phrases as they are used in a text...

- Biodiversity hotspot
- Infrastructure
- NAFTA
- Maquiladoras

Suggestion: Identify the issues on this page and discuss what we as consumers do to contribute to these issues.

RH.11–12.5: Analyze in detail how a [text] is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- Cause and effect

WHST.11–12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information...

Suggestion: Note the types of details that are included and analyze their effect on the reader.

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Illegal dumping and wastewater, Tijuana, Mexico

has removed the vegetation that holds the hillsides in place. When rain falls, water runs off the concrete, rather than soaking into the ground. The water erodes the hillsides and carries soil into the river. This sediment pulses into the river with each storm, choking the channel and threatening to bury the estuary in a layer of silt.

Sediment is not the only thing flushed downriver during a storm. Tijuana lacks adequate sewage treatment. With each rainspout, a million gallons of raw sewage overflow downstream from Tijuana. This enormous load of organic waste poses a human health problem. The torrents also

river, Mexico's infrastructure, funding, and environmental regulations are not as strong as those in the U.S. and sometimes cannot effectively deal with the industrial waste and toxic chemicals dumped on soil and into waterways. These toxins travel downstream. They pollute both surface water and groundwater. They also pollute the coastal waters of the Pacific Ocean. Scientists have found that the river is contaminated with sewage, sediment, trash, nutrients, pesticides, and heavy metals. Each of these having the potential to affect the health of humans, as well as other animals and plants.

The growing need for housing is another problem caused by economic growth in the region. Many housing developments have been built on crumbling hillsides above the river. Their construction



Heron eating fish from polluted river

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WHST.11–12.2c: Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among...ideas...

- Another problem
- Not the only thing

RH.11–12.5: Analyze in detail how a [text] is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

- Cause and effect

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sweep recyclable materials, plastics, trash, and even discarded appliances into the river.
Debris overwhelms the border fence. The drainage gates in Smuggler's Gulch and Goat Canyon are open all the time. This allows the current to carry debris downstream, where it pollutes the estuary and litters the beach. Once it flows out to sea, it causes even more problems. The water and sediment that flow into Goat Canyon are caught by large basins at the head of the canyon on the U.S. side. The problems do not stem only from Mexico. Wastewater infrastructure in San Diego is old and in disrepair. Population growth in San Diego further stresses an overburdened system.

Environmental changes on one side of the border do not stay there. The river flows across the border without regard to local infrastructures, and environmental and economic laws. What enters the river upstream always flows downstream. Because of this, neither Mexico nor the United States can solve these problems without working together.



Trash on Imperial Beach, California

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WHST.11–12.2e: 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.)

How does this photo contribute to the impact of the message in the article?

RH.11–12.1: Cite specific textual evidence to support analysis of...sources...

RH.11–12.6: Evaluate authors' differing points of view...

Suggestion: After reading the article, have students state the inferred point of view of the author. Have students cite specific textual evidence from the article that supports this. Note that the author includes examples from both countries along the border. Discuss how, even in factual articles, the author gives a message by selecting facts and details that support and convey his or her point of view. Ask students to state another point of view another author could take on the subject, and how the supporting details would differ.

Suggestion: The predominant structure of this article is cause and effect. After reading the article, review it again and analyze how the author uses details and transitions to organize the information for the reader and connect the cause/effect relationships through description.

California Common Core State Standards Descriptions

Reading Standards for Literacy in History-Social Studies

- **RH.11–12.1:** Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
- **RH.11–12.2:** Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- **RH.11–12.3:** Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
- **RH.11–12.4:** Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines *faction* in *Federalist* No. 10).
- **RH.11–12.5:** Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
- **RH.11–12.6:** Evaluate authors’ differing points of view on the same historical event or issue by assessing the authors’ claims, reasoning, and evidence.
- **RH.11–12.7:** Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
- **RH.11–12.9:** Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
- **RH.11–12.10:** By the end of grade 12, read and comprehend history-social studies texts in the grades 11–12 text complexity band independently and proficiently.

Speaking and Listening Standards

- **SL.11–12.1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on *grades 11–12 topics, texts, and issues*, building on others’ ideas and expressing their own clearly and persuasively.
 - a) Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
 - b) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
 - c) Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
 - d) Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
- **SL.11–12.3:** Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
- **SL.11–12.4:** Present information, findings, and supporting evidence (e.g., **reflective, historical investigation, response to literature presentations**), conveying a clear and distinct perspective **and a logical argument**, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. **Use appropriate eye contact, adequate volume, and clear pronunciation. CA**

Writing Standards for Literacy in History-Social Studies, Science, and Technical Subjects

- **WHST.11–12.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
 - 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.
 - 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.
 - 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.
 - 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.
 - 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).
- **WHST.11–12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.