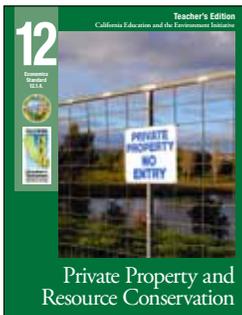




TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

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.

12.1.4.—Private Property and Resource Conservation



In this unit, students explore how ownership of private property can ensure conservation and preservation, and evaluate when private ownership has not succeeded in conserving or improving the natural resource of water. Students study the use and ownership of water in California’s history, using this information to explore economic issues related to resource conservation. Students participate in a “Tragedy of the Commons” simulation to experience what may happen to property in the absence of private ownership, then study California’s water wars to see that private ownership of water also did not work to conserve and improve that resource. They trace the events leading to the state defining water as a public good through an amendment to the state’s constitution. Later lessons explore ownership of land and the use of land trusts as a model of conserving natural resources through private ownership. Students finally analyze a variety of incentives that encourage conservation, and then conduct research related to the ownership and use of a resource in their community.

		RH.11–12.1	RH.11–12.2	RH.11–12.3	RH.11–12.4	RH.11–12.5	RH.11–12.7	RH.11–12.9	RH.11–12.10	WHST.11–12.1	WHST.11–12.2	WHST.11–12.7	WHST.11–12.8	WHST.11–12.10	SL.11–12.1	SL.11–12.4	SL.11–12.5
LESSONS	California Connections			✓	✓				✓		✓						
	1		✓		✓		✓		✓						✓		
	2				✓						✓				✓		
	3	✓	✓		✓	✓			✓	✓	✓		✓		✓	✓	
	4		✓		✓		✓		✓		✓				✓		
	5		✓		✓				✓		✓	✓		✓			
	Traditional Assessment		✓								✓						
	Alternative Assessment		✓				✓	✓			✓	✓	✓			✓	✓

COMMON CORE STANDARDS

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 13–14 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:** 3 students in one group, rest of class in other group; whole class
- **Lesson 2:** 4 groups, whole class
- **Lesson 3:** 6 groups (or 12 groups if large class)
- **Lesson 4:** Whole class, pairs
- **Lesson 5:** Whole class

National Geographic Resources

- **Water for Life** wall map (Lesson 1)
- **Who Owns California** wall map (Lessons 4 and 5)

Unit Assessment Options

Assessments	Common Core Standards Applications
Traditional Assessment	
<p>Students answer multiple choice questions. Then they complete several questions requiring sentences or paragraphs for answers explaining details about ownership and conservation.</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>
Alternative Assessment	
<p>Students research and report on a natural resource that has been important to the community’s economy, being sure to include specific required information listed in a scoring tool (Teacher’s Edition, page 26). Then they present their projects.</p> <p>Suggestion: <i>Students could integrate digital media in their presentations to enhance their findings and add interest.</i></p>	<p>RH.11–12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary...</p> <p>RH.11–12.7: Integrate and evaluate multiple sources of information...</p> <p>RH.11–12.9: Integrate information from diverse sources...into a coherent understanding of an idea...</p> <p>SL.11–12.4: Present information, findings, and supporting evidence...conveying a clear and distinct perspective...</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... <p>WHST.11–12.7: Conduct short as well as more sustained research projects to answer a question...synthesize multiple sources on the subject...</p> <p>WHST.11–12.8: Gather relevant information from multiple authoritative print and digital sources...</p> <p>Optional: SL.11–12.5: <i>Make strategic use of digital media...</i></p>

Lesson 1: Rights to a Precious Resource

Students participate in a simulation about private ownership of resources, then read about California's history of water ownership. On a map, they identify where California's water comes from, where it goes, and how it gets there.



National Geographic Resources

- **Water for Life** wall map

Use this correlation in conjunction with the **Procedures** located on pages 34–35 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 3 and 4: Students read <i>California Connections: Who Owns the Water?</i> (Student Edition, pages 2–5) and compare the ideas to the chair exercise that began the lesson.</p> <p>Suggestion: Refer to the <i>Reading California Connections Using a Common Core Reading and Writing Focus</i> on pages 10–12 to view specific suggestions for integrating Common Core standards while reading this selection not only for content, but for text structure as well.</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>Step 5: Students examine the Water for Life wall map and interpret it with information that relates to the <i>California Connections: Who Owns the Water?</i> selection they read earlier in the lesson.</p>	<p>RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse formats...</p>
<p>Step 6: After a discussion, students explain how the idea of ownership of water and the related laws and regulations have evolved in California.</p> <p>Suggestion: Students could also conduct a lengthier discussion, probing ideas introduced in <i>California Connections</i> regarding water use rights throughout California's history and relating it to questions or concerns regarding today's water rights.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...source...</p> <p>SL.11–12.1c: Propel conversations by posing and responding to questions that probe reasoning and evidence...</p>

Lesson 2: The Tragedy of the “Water” Commons

Students review the water cycle. They participate in a simulation of “The Tragedy of the Commons,” illustrating how both human use and functioning of natural systems influence the quantity and quality of water.



Use this correlation in conjunction with the **Procedures** located on pages 46–47 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: After playing a water game that illustrates the idea of “The Tragedy of the Commons,” students participate in a discussion debriefing the game and their reactions to the situations.</p> <p>Suggestion: <i>With prior training in collaborative conversations, and a little advance preparation, student leaders can direct the discussion using the questions in Step 3 and then encourage students to ask more questions in addition to making connections with their reading in the previous lesson and the game.</i></p>	<p>SL.11–12.1c: Propel conversations by posing and responding to questions that probe reasoning...or challenge ideas and conclusions...</p>
<p>Step 4: Students write answers explaining the idea of “The Tragedy of the Commons,” and how it relates to water rights in California.</p>	<p>WHST.11–12.2: Write informative/explanatory texts...</p>

Lesson 3: Applying Utilitarianism to Water Resources

Students read more about California’s water history. Student teams take the roles of stakeholders in 1928 who must decide whether to support or oppose an amendment to California’s Constitution. Students complete a written assignment by synthesizing what they have learned.



Use this correlation in conjunction with the **Procedures** located on pages 58–59 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 1–3: Organized into 6 groups, each group takes on a specific role to represent in the simulation. Students read a selection, seeking answers posed in a Reading Guide (Visual Aid #2), and make notes to use during a discussion. In their groups, they discuss the answers to the questions in the Reading Guide. They use this information to prepare for their roles in the simulation conducted later in the lesson.</p>	<p>RH.11–12.2: Determine the central ideas or information of a...source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p>SL.11–12.1: ...participate effectively in a range of collaborative discussions...</p>
<p>Step 4: Students read Proposed 1928 Amendment to the California Constitution (Student Edition, page 9).</p> <p>Suggestion: <i>In addition to reading the amendment for content, this is a great opportunity to analyze the structure of the amendment as a primary document.</i></p>	<p>RH.11–12.1: Cite specific textual evidence to support analysis of primary...sources...</p> <p>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.</p> <p>RH.11–12.10: ...read and comprehend history-social studies texts... independently and proficiently.</p>
<p>Steps 5 and 6: Students discuss the amendment and prepare a statement including at least two arguments supporting the position for their assigned simulation role to make regarding whether to vote for or against the amendment. Statements are tallied.</p>	<p>SL.11–12.4: Present information, findings, and supporting evidence...conveying a clear and distinct perspective...</p> <p>WHST.11–12.1a: Introduce precise, knowledgeable claim(s)...</p>

Student Tasks	Common Core Standards Applications
<p>Step 7: Students synthesize concepts they've learned in Lessons 1–3 about how water came to be defined as a public good in California by describing various historical episodes and their significance on Putting it All Together (Student Workbook, pages 9–10).</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... d) Use precise language, domain-specific vocabulary... <p>WHST.11–12.8: Gather relevant information from multiple authoritative print...sources...integrate information into the text selectively...</p>

Lesson 4: Private Property and Conservation

Students analyze a map showing California land ownership and then read an article about a California land trust agreement. In a written assignment, they compare private ownership of natural resources to what they learned about water as a publicly-owned resource.



National Geographic Resources

- **Who Owns California** wall map

Use this correlation in conjunction with the **Procedures** located on pages 74–75 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 1 and 2: Students analyze the Who Owns California wall map and connect the information on the map with the knowledge they’ve gained about private ownership’s affects on water resources. They use these ideas to begin generating ideas for how policy makers can encourage private land owners to conserve and preserve natural resources.</p>	<p>RH.11–12.7: Integrate and evaluate multiple sources of information presented in diverse formats...</p>
<p>Step 3: Students read California’s Land Trusts (Student Edition, pages 10–11) to learn one approach to preserving the resources on privately owned land, then discuss the article. They analyze the reasons behind supporters and opponents of the Tejon Ranch Company agreement. Students then work in pairs to make a decision about their support or opposition to the agreement.</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.11–12.1a: Come to discussions prepared, having read...material... explicitly draw on that preparation by referring to evidence from texts...</p> <p>SL.11–12.1b: Work with peers to promote...discussions and decision-making...</p>
<p>Step 4: In a written assignment, students reflect on what they have learned about land trusts, water rights and conservation.</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 5: Incentives to Conserve

Students explore how incentives encourage conservation. They study a map to learn about ownership of California's timberland. They read about and discuss regulations and incentive programs that encourage private owners to conserve the resources on their property.



National Geographic Resources

- **Who Owns California** wall map

Use this correlation in conjunction with the **Procedures** located on pages 86–87 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: Students read an article to compare regulations and incentives in the timber industry and how they affect conservation of timber.</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>Step 5: Students conduct research and develop a brochure or a Web page that describes conservation banking. Their brochure or Web page is to serve as an advertisement with its goal to show developers and landowners the advantages of conservation banking and to convince them to participate.</p>	<p>WHST.11–12.2: Write informative/explanatory texts...</p> <p>WHST.11–12.7: Conduct short as well as more sustained research projects...; synthesize multiple sources on the subject...</p> <p>WHST.11–12.10: Write routinely over extended time frames...and shorter time frames...for a range of discipline-specific tasks, purposes and audiences.</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.

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 science content.

RH.11–12.4: Determine the meaning of words and phrases...including...how an author uses and refines the meaning of a key term over the course of a text...

■ Riparian law

Suggestion: Note how the definition of this term is developed throughout the text.

California Connections: Who Owns the Water?
Lesson 1 | page 1 of 4

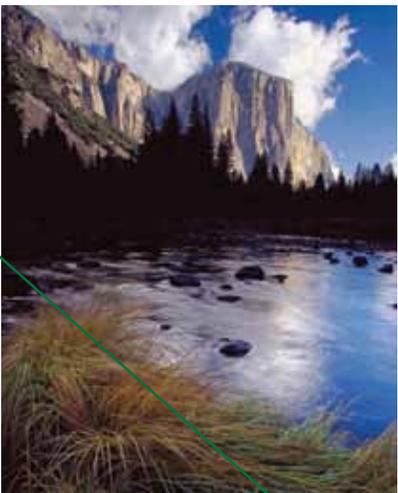
Who Owns the Water?



Talking about the history of California is difficult without also talking about water. Irrigation has allowed people to turn California's fertile valleys into rich farmlands. Large-scale water projects have fed the state's swelling population and growing industries, transforming small towns into bustling metropolitan areas. Water itself has shaped California's diverse ecosystems.

This regional diversity—seen in vast deserts, wild and scenic rivers, and snow-clad mountains—in turn contributes to California's thriving tourism industry. Without access to clean, fresh water, California would not have the booming economy it has today.

Learning to Manage
Managing California's water resources has not been easy. One of the state's greatest problems is that fresh water is not distributed evenly throughout the state. While most of California's population is in the southern part of the state, most of the fresh water is in the northern part. Sometimes California's river systems flow sporadically, going dry for periods of time, and flooding in others. In the past, these factors led to an unpredictable water supply for most of California. The state's history tells of "wars" over water, as well as large-scale projects that transport fresh water



Merced River, Yosemite National Park, California

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from its sources to areas of high demand. European colonists in the eastern United States managed water resources through the English common law system. English "riparian law" stated that landowners were entitled to use water adjacent to their property for domestic purposes. Landowners did not actually own the water in the waterways. Instead, they "owned" the right to use it. A landowner could use as much water as he needed, provided his use did not affect another user's rights to the water. This system worked well in England and the eastern United States, where water was abundant, but the situation was different in the western United States where water was harder to come by.

Californians and Water
The first people to inhabit California knew the value of water—availability of water largely dictated the location of California Indian settlements. Tribal regions often stretched from mountain ridge to mountain ridge, incorporating entire watersheds. In the sixteenth century, Spanish explorers arrived in California, bringing with them the idea that water could be "owned." According to Spanish law, each person living in the Spanish communities



Gold nuggets

or "pueblos" received an equal allotment of water "rights." The pueblo as a whole, rather than any one individual, "owned" the water. Pueblo leadership fined people who needlessly wasted or polluted the pueblo's water supply. When prospectors flocked to California by the thousands at the beginning of the Gold Rush in 1849, there were no water laws beyond the "pueblo laws" governing water use in the Spanish settlements. The U.S.-Mexican War had ended, and the U.S. government had not yet established control in the area. As a result, gold miners created their own rules for water use. Fueled by the desire to make great profits, what resulted was a "first come, first served" perspective on water and waterways in the state. The first miner, or mining company, to stake a claim held "senior" rights over all the natural resources within the claim—including the waters flowing through it. As mining operations grew, competition for water and other natural resources increased. What resulted was a "use it or lose it" principle—those not making "beneficial" use of their claim and the natural resources

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WHST.11–12.2b: Develop the topic thoroughly by selecting the most significant and relevant facts...

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

Suggestion: Note how the topic sentences link the text and develop the flow of ideas. While reading the rest of the article, continue to note the structures that organize the information and relationships of the ideas.

WHST.11–12.2b: Develop the topic...by selecting...extended definitions...

Suggestion: Note the extended definitions and how they are embedded in the article to clarify the concepts.

Suggestion: During and/or after reading, have students note the organization of the text, including chronological, compare/contrast, and cause effect. Have them explain how each of these work together to help the reader understand the events and their effects.

Suggestion: Ask students how this photo contributes to the ideas in the article.

RH.11–12.4: Determine the meaning of words and phrases...

- Took precedence
- Prior appropriation

WHST.11–12.2e: Provide a concluding statement or section that follows from and supports the information or explanation provided...

California Connections: Who Owns the Water?
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from it had to surrender their rights to that claim. Local officials, most of whom owned mining companies and large farms or ranches, randomly made the judgment about what was “beneficial” use and what was not. There was no limit to the amount of water they could use—any water left in a watershed was “wasted.” A miner with “senior” rights could lose an entire claim, just for letting water flow downstream. Soon, only the wealthy controlled the watersheds.



Private property sign

Laws of the Land... and Water

In 1850, California became a state, and federal law came into play. Under the federal system of government, states generally have full power to regulate water use. California officially became a state with two sets of water laws: the “riparian law” used by the federal government (from the eastern United States) and the “prior appropriation doctrine” (“first come, first served”), which had, up to statehood, managed the water supply in favor of agriculture and industry. What resulted was an enforcement of both “laws”—although applied differently according to region. In the north, “prior appropriation” encouraged people to monopolize and exploit as much water as they could from the abundant sources. In the more arid south, where water was scarce and supply was seasonal, “riparian law” was the rule. The growing population after statehood placed greater demands on California’s water sources. The state became more and more interested in harnessing and protecting freshwater supplies. The Water Commission Act of 1913 called for the establishment of a permit process and the formation of a State Water Commission (later renamed the Water Rights Board) responsible for managing California’s public water supply. As one of its first acts, the

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commission determined that “riparian law” took precedence over “prior appropriation” law. The government would grant a permit to use water only if an individual’s use of the water coincided with a “greater public interest.” In 1928, voters passed a state constitutional amendment prohibiting the “waste of water” and stating that California’s water supply should be “put to the most beneficial use possible,” effectively giving ownership of the state’s waters to all of its residents.

most powerful legislation for water protection—the Porter-Cologne Water Quality Control Act. This act gives the State Water Resources Control Board and its nine “regional boards” broad powers to preserve and enhance the water resources of California. The 1972 “Clean Water Act,” passed by the U.S. Congress, requires each state to enforce both state and federal standards for water quality.

California faces a future of continued population growth combined with increased economic development, which means the regulatory tasks of the State Water Resources Control Board are more important than ever. In order to have enough clean, fresh water to meet the state’s increasing needs, the board is taking measures to conserve, protect, and enhance California’s water supply to the greatest extent possible.

A Continuing Challenge

By the end of the 1940s, additional management of the state’s water supply became necessary. Post-war industrial development and population growth had affected the health of California’s watersheds. Water pollution spread disease and resulted in loss of aquatic life. These changes severely affected the state’s recreational areas. At the same time, the state’s metropolitan areas were increasing their demand for clean, fresh water. California created the State Water Pollution Control Board in 1949 to set standards for water quality throughout the state. In 1967, the two state regulatory agencies merged into a single agency: the State Water Resources Control Board. Two years later, the state legislature passed California’s



Tijuana River, San Diego, California

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Suggestion: Ask students to share their reaction to this idea and how it contradicts many of our current directives to conserve water use. They can ask and explore the question of whether there are current water and ownership related laws that lead towards water waste.

Suggestion: Note where the cause and effect structure is embedded in the chronological sequence to give more comprehensive understanding.

RH.11–12.3: Evaluate various explanations for actions or events...

Suggestion: After reading the text, have students evaluate how the text explains the actions or events that led to changes in water use laws.

Suggestion: Throughout the article, note the use of words, phrases and years to clarify the chronological sequence of events.

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.11–12.7:** 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.
- **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**
- **SL.11–12.5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

- **WHST.11–12.1:** Write arguments focused on *discipline-specific content*.
 - 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.11–12.2:** 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.11–12.7:** Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- **WHST.11–12.8:** Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
- **WHST.11–12.10:** Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.