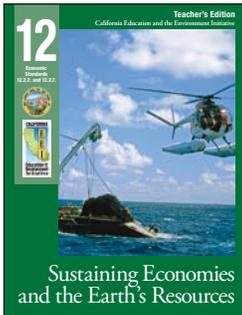




# TEACH COMMON CORE STANDARDS WITH THE EEI CURRICULUM

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.

## 12.2.2. and 12.2.7.—Sustaining Economies and the Earth’s Resources



In this unit, students learn about economic forces and our dependence on natural systems through an examination of the U.S. and international fishing industries. The unit begins with a lesson that demonstrates the relationship between the forces of supply and demand: scarcity and price in an open market. With this foundation, students move into Lesson 2, which provides an overview of how these economic forces work in the global fish market. In subsequent lessons, students apply what they know about ecosystem dynamics to investigate the influence of industry practices on valuable ocean resources and the health of the marine ecosystem as a whole. Students learn about direct and indirect effects of supply, demand, byproducts, and increased competition for fish, with respect to the fishing industry. The unit concludes with a lesson on the targets and types of regulatory measures currently being used in order to “sustain” both natural systems and the fishing industry for future generations.

		RH.11–12.1	RH.11–12.2	RH.11–12.3	RH.11–12.4	RH.11–12.7	RH.11–12.8	RH.11–12.9	RH.11–12.10	WHST.11–12.1	WHST.11–12.2	WHST.11–12.4	WHST.11–12.7	WHST.11–12.8	WHST.11–12.9	WHST.11–12.10	SL.11–12.1	SL.11–12.3	SL.11–12.4	
<b>LESSONS</b>	California Connections	✓	✓	✓	✓	✓	✓	✓					✓							
	1		✓	✓	✓	✓		✓										✓		
	2		✓		✓	✓									✓			✓		
	3		✓	✓	✓	✓			✓						✓	✓		✓		✓
	4				✓	✓					✓				✓	✓		✓		
	5		✓		✓							✓		✓	✓	✓		✓	✓	✓
	Traditional Assessment		✓										✓							
Alternative Assessment		✓								✓		✓			✓					
		<b>COMMON CORE STANDARDS</b>																		

**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 17–18 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, 2 Groups
- **Lesson 2:** Whole Class, Individual
- **Lesson 3:** Whole Class, Individual
- **Lesson 4:** Whole Class, 2 Groups, Pairs, Individual
- **Lesson 5:** Whole Class, 7 Groups

## National Geographic Resources

No maps or posters are used with this unit.

## Unit Assessment Options

Assessments	Common Core Standards Applications
<b>Traditional Assessment</b>	
<p>The traditional unit assessment is comprised of short-answer and multiple-choice questions.</p>	<p><b>RH.11–12.2:</b> 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><b>WHST.11–12.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p>
<b>Alternative Assessment</b>	
<p>Using the <b>Economic Portfolio Guide</b> (Teacher’s Masters, pages 15–16), students develop portfolios demonstrating their knowledge of the unit.</p> <p>Use the <b>Economic Portfolio Guide Scoring Tool</b> provided on (Student Workbook page 27) to assess students’ work.</p> <p><b>Suggestion:</b> <i>Students could incorporate digital media in their presentations to add interest and enhance their findings.</i></p> <p><b>Tip:</b> <i>Students should be provided the scoring tool prior to the assignment.</i></p>	<p><b>RH.11–12.2:</b> 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><b>WHST.11–12.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <ol style="list-style-type: none"> <li>Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims,...</li> <li>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.</li> <li>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.</li> <li>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</li> <li>Provide a concluding statement or section that follows from or supports the argument presented.</li> </ol> <p><b>WHST.11–12.4:</b> Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b>WHST.11–12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>

# Lesson 1: Economic Forces

Students participate in a market simulation, graphing supply and demand to discuss how price and scarcity affect the production and consumption of goods. Students then brainstorm other factors that can affect the supply of and demand for commodities.



Use this correlation in conjunction with the **Procedures** located on pages 34–38 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><b>Vocabulary Development:</b> 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><b>RH.11–12.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Steps 2 and 3:</b> Explain to students that they will apply what they know about consumers and producers, and supply and demand, in a class activity. Project <b>Supply and Demand Activity</b> (Visual Aid #1). Read over the instructions with students and call their attention to the <b>Supply and Demand Graph Template</b>. Make sure that throughout the activity the recorder is filling in the <b>Supply and Demand Graph Template</b> with the consumer and producer information.</p>	<p><b>RH.11–12.9:</b> Integrate information from diverse sources...into a coherent understanding of an idea...</p> <p><b>SL.11–12.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
<p><b>Step 4:</b> Students review the completed <b>Supply and Demand Graph Template</b> and observe trends of supply and demand. Questions to ask students include:</p> <ul style="list-style-type: none"> <li>■ What trend do you notice in the supply curve? Why does this trend exist? (As price increases, more producers are willing to sell goods. Producers are looking for the highest price that consumers will pay.)</li> <li>■ What trend do you notice in the demand curve? Why does this trend exist? (As price increases, fewer consumers are willing to buy the product. Consumers want the lowest price they can get for a particular good.)</li> </ul> <p>Explain the Law of Demand and the Law of Supply.</p>	<p><b>RH.11–12.7:</b> Integrate and evaluate... sources of information...to address a question or solve a problem.</p> <p><b>SL.11–12.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
<p><b>Step 5:</b> Students study <b>Increase in Demand</b> (Visual Aid #2), <b>Decrease in Demand</b> (Visual Aid #3), <b>Increase in Supply</b> (Visual Aid #4), and <b>Decrease in Supply</b> (Visual Aid #5) and observe changes in equilibrium prices as they are affected by changes in supply and demand.</p>	<p><b>RH.11–12.3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence...</p> <p><b>RH.11–12.9:</b> Integrate information from diverse sources...into a coherent understanding of an idea...</p>
<p><b>Step 6:</b> Students complete <b>Economic Forces</b> (Student Workbook, pages 4–5).</p>	<p><b>RH.11–12.2:</b> 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>

## Lesson 2: The Global Fish Market

Students discuss goods and resources with high market value and the distinction between renewable and nonrenewable resources. They read and analyze an article about the global fish market, then complete a graphic organizer identifying economic forces that influence it.



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><b>Vocabulary Development:</b> 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><b>RH.11–12.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Steps 1 and 2:</b> Ask students what natural goods or resources they know about that have a high market value. Show or inform students about the latest commodities trading during the day, using <b>Data on Commodities Pricing</b> (Visual Aid #1). Ask students to note which of the commodities on the list are renewable and which are nonrenewable resources. Explain to students that an interesting point about commodities trading is that it is based on what is going to happen in the future. Tell students that the price of the goods being exchanged here is not based on what they cost to produce, but based on the estimated supply and demand for them in the future. Students read <b>California Connections: Fishing the World’s Oceans</b> (Student Edition, pages 2–5) and discuss supply, demand, and regulation in the fishing industry.</p> <p><b>Suggestion:</b> Refer to the <b>Reading California Connections Using a Common Core Reading and Writing Focus</b> on pages 12–16 to view specific suggestions for integrating Common Core standards while reading the selection not only for content, but for text structure as well.</p>	<p><b>RH.11–12.2:</b> 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><b>SL.11–12.1:</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
<p><b>Step 3:</b> Students complete the cluster diagram <b>Forces at Work in the Global Fish Market</b> (Student Workbook, pages 6–7), share their cluster diagrams and ideas, and use their ideas to complete <b>Forces at Work in the Global Fish Market</b> (Visual Aid #6).</p>	<p><b>RH.11–12.2:</b> 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><b>RH.11–12.7:</b> Integrate and evaluate... information...to address a question...</p> <p><b>WHST.11–12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>

## Lesson 3: The Effects of Market Forces on Natural Systems

Students explore the components and processes of the ocean ecosystem, read about the history of, and byproducts created in, the fishing for Atlantic cod, and participate in a class discussion about the effect of human consumption on natural systems.



Use this correlation in conjunction with the **Procedures** located on pages 70–72 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><b>Vocabulary Development:</b> 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><b>RH.11–12.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Steps 2 and 3:</b> Project <b>An Ocean Ecosystem</b> (Visual Aid #7) and call students’ attention to the <b>Ocean Ecosystem Cluster Diagram</b>. Have students share what they know about the “Living Components,” the “Nonliving Components,” and the “Cycles and Processes” in the natural system of the ocean. Explain to students that today they will read about the effects of market forces in the fishing industry on a particular part of the ocean ecosystem, in an area of historic significance to the United States and countries in Europe. Project <b>Species Distribution of Atlantic Cod (<i>Gadus morhua</i>)</b> (Visual Aid #8) and tell students that this map shows the area where the species they saw on <b>An Ocean Ecosystem</b> live. Discuss the cod ecosystem. Students read <b>From Ocean to Table: The Atlantic Cod</b> (Student Edition, pages 6–8). Use these questions to lead a class discussion:</p> <ul style="list-style-type: none"> <li>■ What is the habitat for this fish? (The North Atlantic; cod are cold water dwellers.)</li> <li>■ Is cod currently being overfished? (Yes, cod populations are at an all-time low.)</li> <li>■ What causes bycatch? (Trawling catches other fish and marine mammals.)</li> <li>■ What type of byproducts result from fishing for Atlantic cod? (Bycatch; waste from fishing vessel)</li> <li>■ How does fishing affect ocean ecosystems? (It causes damage to habitat, population changes in fish and other marine life, and disruption of reproduction cycles and food chains/webs of marine life.)</li> </ul>	<p><b>RH.11–12.2:</b> 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><b>SL.11–12.1:</b> ...participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
<p><b>Step 4:</b> Students study <b>Considering the Effects of and on the Global Fishing Industry</b> (Visual Aid #9) and complete <b>Considering the Effects of and on the Global Fishing Industry</b> (Student Workbook, pages 8–9).</p>	<p><b>RH.11–12.2:</b> Determine the central ideas or information of a...source...</p> <p><b>RH.11–12.3:</b> Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.</p> <p><b>RH.11–12.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats...</p> <p><b>WHST.11–12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 5:</b> Discuss the concepts of direct and indirect effects on the natural systems and fishing industry that result from changes in supply of and demand for fish.</p> <p><b>Suggestion:</b> Assign each of the prompts listed below to groups and have each one share their answers. Create a class paragraph based upon the students' input.</p> <ul style="list-style-type: none"> <li>■ <i>If there is an increase or surplus in the supply of fish, what happens to price? (Price decreases) Why? (As supply increases, price decreases.) Is this a direct effect or indirect effect? (Indirect, because the price is determined by the market, which is influenced by supply.) If prices are cheaper, what will happen to demand? (It will increase because the price is lower.)</i></li> <li>■ <i>What is a direct effect of an increase in supply? (More available fish; easier to catch.)</i></li> <li>■ <i>Now, what would happen to price if there is a shortage (scarcity) or decrease in the supply of fish? (Prices would increase because a smaller amount is available.)</i></li> <li>■ <i>If prices increase, what happens to demand? (Demand for fish will decrease because consumers are unwilling or unable to pay higher prices; consumers might increase the demand for other cheaper fish or for substitutes, such as beef or other meats.) Tell students that this is called the "substitution effect."</i></li> <li>■ <i>If demand decreases, what might happen to jobs? (Workers may lose jobs because there is a lower demand for fish and fish products.)</i></li> <li>■ <i>What is a direct effect of the decrease in supply? (Fishermen travel to deeper waters to catch fish.) What might happen if all countries' fishing industries move to deeper waters? (Increased international competition over fishing grounds.)</i></li> <li>■ <i>What might happen if there is an increased demand for fish? (Direct effects: fishermen catch more fish to meet demand; increased competition for high value fish. Indirect effects: prices increase; the fishing industry might develop new technologies or hire more workers; and conflicts might arise over fishing grounds of high value fish.)</i></li> <li>■ <i>What might happen if there is a decrease in demand (consumption) of fish? (Direct effects: less fishing. Indirect effects: fish prices drop; there are fewer jobs in the fishing industry; and increases in consumer demand for substitutes, such as meat.)</i></li> </ul>	<p><b>RH.11–12.2:</b> Determine the central ideas...; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>SL.11–12.1:</b> ...participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p> <p><b>SL.11–12.4:</b> Present information, findings, and supporting evidence...</p> <p><b>WHST.11–12.8:</b> Gather relevant information from multiple authoritative print...sources...</p> <p><b>WHST.11–12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p>
<p><b>Step 6:</b> Students answer the questions on page 2 of <b>Considering the Effects of and on the Global Fishing Industry</b>.</p>	<p><b>RH.11–12.2:</b> Determine the central ideas...; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>RH.11–12.10:</b> By the end of grade 12, read and comprehend history/social studies texts...independently and proficiently.</p>

## Lesson 4: One Ocean, Many Mouths

Students observe data on fisheries, global catch, and falling fish stocks, then read about the rise of illegal fishing and aquaculture. They discuss the “pros” and “cons” of each and write about them as “byproducts” of market forces.



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><b>Vocabulary Development:</b> 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><b>RH.11–12.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Step 1:</b> Project <b>On the Menu...</b> (Visual Aid #10) and take a straw poll of how many students have eaten or heard of the fish on the chart. Ask students to guess which countries in the world land the largest catches of fish. (Accept any answers.) Project <b>Who’s Fishing?</b> (Visual Aid #11) and confirm or redirect their thinking. Ask, “Why would you expect China to catch the most fish?” (China has the largest human population, and fish is a large part of the Chinese diet.) Ask students to share any information from the graph that they find particularly interesting and explain why.</p>	<p><b>SL.11–12.1:</b> ...participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
<p><b>Steps 2 and 3:</b> Students share what information they can gather from the map in <b>Oceans at Risk</b> (Visual Aid #12). Explain that the class will divide in half to read about each of the “byproducts,” then students from each half will pair up and share what they have learned about their “byproduct.”</p> <p><b>Suggestion:</b> Ask the following questions and have students write their responses. Before sharing with the class, have students exchange their answers and make revisions.</p> <ul style="list-style-type: none"> <li>■ Where are fish stocks falling/where have they fallen? (On all coasts off all continents.)</li> <li>■ Which fish populations are declining? (The ones that are popular in the human diet.)</li> <li>■ What other information does the map give about the health of the ocean ecosystems? (Reef die-offs are also occurring.)</li> </ul>	<p><b>RH.11–12.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats...in order to address a question or solve a problem.</p> <p><b>SL.11–12.1:</b> ...participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led)...</p>
<p><b>Step 4:</b> With the class divided in halves, one half of the class will read <b>Catch of the Day: Stolen Seafood</b> (Student Edition, pages 9–11). Students in the other half of the class will read <b>Fish Farming</b> (Student Edition, pages 12–15). After 20 minutes, students will meet with another classmate to share information about their particular “byproduct.”</p>	<p><b>RH.11–12.7:</b> Integrate and evaluate multiple sources of information presented in diverse formats...in order to address a question or solve a problem.</p> <p><b>SL.11–12.1:</b> ...participate effectively in a range of collaborative discussions (one-on-one...)...</p>

Student Tasks	Common Core Standards Applications
<p><b>Steps 5 and 6:</b> Students regroup and complete page 1 of <b>Pros and Cons of Competition</b> (Student Workbook, pages 10–11), then share “pros” and “cons” from their lists. Students will then independently complete page 2 of <b>Pros and Cons of Competition</b>.</p>	<p><b>WHST.11–12.1:</b> Write arguments focused on <i>discipline-specific content</i>.</p> <p>a) Introduce precise, knowledgeable claim(s), establish the significance of the claim(s)...and create an organization that logically sequences the claim(s)...reasons, and evidence.</p> <p><b>WHST.11–12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.11–12.10:</b> Write routinely over... shorter time frames...</p>

## Lesson 5: Regulating the Market

Students read about regulations used in the fishing industry and about state laws regulating the fishing industry. Groups prepare short presentations about a particular regulation measure and complete a chart on how each measure affects the market.



Use this correlation in conjunction with the **Procedures** located on pages 106–107 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><b>Vocabulary Development:</b> 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><b>RH.11–12.4:</b> Determine the meaning of words and phrases as they are used in a text...</p>
<p><b>Step 1:</b> Students discuss the effects of the economy on natural systems, and what can be done to control them. Students are divided into seven “Regulatory” groups.</p> <p><b>Suggestion:</b> Provide examples from our government of “Regulatory” groups (FDIC, NCUA, EPA).</p>	<p><b>SL.11–12.1:</b> ...participate effectively in...collaborative discussions (...teacher-led)...building on others’ ideas and expressing their own clearly and persuasively.</p> <p>c) Propel conversations by posing and responding to questions...</p>
<p><b>Steps 2 and 3:</b> Students read their assigned regulation from <b>Regulation Case Studies</b> (Student Edition, pages 16–19) and discuss it within their groups.</p> <p>While <b>Regulating the Fish Market 1 and 2</b> (Visual Aids #13–14) is projected, students share what they have learned about their assigned regulatory measure and how it can affect the supply, demand, and prices of fish or other goods. Students use <b>Regulating the Fish Market</b> (Student Workbook, pages 12–14) to keep track of group work for their presentations and for note-taking during the presentations. Groups read <b>Regulation Case Studies</b>.</p> <p>Project <b>Regulating the Fish Market 1</b>, and then <b>Regulating the Fish Market 2</b>. Taking turns, students from each “Regulatory” group make a 3–5 minutes presentation on their type of regulatory measure to the class.</p>	<p><b>RH.11–12.2:</b> Determine the central ideas...; provide an accurate summary that makes clear the relationships among the key details and ideas.</p> <p><b>SL.11–12.3:</b> Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric...</p> <p><b>SL.11–12.4:</b> Present information... such that listeners can follow the line of reasoning...<b>Use appropriate eye contact, adequate volume, and clear pronunciation. CA</b></p> <p><b>WHST.11–12.9:</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>WHST.11–12.10:</b> Write routinely over... shorter time frames...</p>
<p><b>Step 4:</b> Students read <b>California’s Marine Life Management Act of 1998</b> (Student Workbook, pages 15–18) and answer questions based on the text.</p>	<p><b>RH.11–12.2:</b> Determine the central ideas...of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.</p>

Student Tasks	Common Core Standards Applications
<p><b>Step 5:</b> Students complete the task on page 3 of <b>Regulating the Fish Market</b>.</p> <p><b>Suggestion:</b> Before students begin to write, discuss linking words and phrases that can be used to connect more than one idea and make their writing flow well.</p>	<p><b>WHST.11–12.2:</b> Write informative/explanatory texts...</p> <p>d) Use precise language, domain-specific vocabulary...</p> <p><b>WHST.11–12.7:</b> Conduct...research projects to answer a question (including a self-generated question) or solve a problem;...synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</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 History/Social Studies 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.11–12.2:** 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.

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## Fishing the World's Oceans



With over 700 miles of coastline, it should be no surprise that a large part of the California economy includes the buying and selling of fish. Because seafood is an excellent source of lean protein, it is growing in popularity around the world.

For developing countries, fish represents a key source of dietary protein. China has the largest fishing industry, feeding the demand of its own people and markets elsewhere. China's domestic consumption of fish has grown five-fold since the 1970s, as its population has grown.

And Americans are eating more seafood now than ever—over 16 pounds of fish and shellfish per person in 2006. But our domestic supply of fish can only satisfy about 20% of our demand; the rest of the 4.9 billion pounds of seafood we consume each year must be imported.

After half a century of steady growth in the global "catch," the United Nations projects a massive shortfall in seafood supply within the next 30 years. Increased demand, coupled with an increase in the use of fishing technology, has contributed to the decline in an overall supply of fish. One study found that almost a third



Chinese fishing boat unloads catch

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**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.11–12.7:** 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.

**Suggestion:** Have students evaluate the picture. Ask students "Is this what you imagine when you hear the phrase commercial fishing?", "What are the tools being used here to fish?", and "Would you consider this a sustainable fishing practice?"

**Suggestion:** Have students use online resources to research sustainable fishing methods. Visit the Seafood Watch website at [montereybayaquarium.org](http://montereybayaquarium.org) and download the Seafood Watch guide.

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

**Suggestion:** For example, define:

- Domestic supply
- Demand
- Catch

**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.

of all fished species are already depleted. As fish prices rise, it becomes more attractive for the domestic industry to sell fish abroad than to send it "home."

Several factors contribute to the problem: overfishing, pollution and habitat damage, and even possibly climate change. The United States is the world's fourth largest exporter of fish (behind China, Norway and Thailand) and the second largest seafood importer (behind Japan). Our domestic fisheries are working with those of other nations to address the looming supply problem soon to hit the global fish market.

**The Global Fish Market**

Almost half the fish on the global fish market come from marine ecosystems in the open ocean. As the demand for fish rises, supply tightens and prices rise. Pressures of the market (price and demand) encourage a rush to cash in, resulting in ecosystems being overfished, as too many fish are caught in too short a time period, before they can breed and mature to replenish the population. Some of the fish caught are the fish the market demands for human use. But another way an ecosystem can be overfished is by an

excess of bycatch—fish, mammals and other marine life caught unintentionally, as a byproduct of certain fishing technologies. The increasing use of technology and the size of fishing vessels have made bycatch a real problem. These marine animals are often returned to the ocean in great numbers, either dead or dying, no longer able to help keep the marine ecosystem functioning.

Increased competition for a declining resource, when coupled with increasing consumer demand, results in even higher global fish prices. The higher "catch value" draws additional fishing companies and fishing vessels into the ocean, looking to "cash in" on an already scarce resource.

But, in many cases, the "catch value" is not enough

to allow the average fishing company to compete for the scarce resource. Some governments respond by giving money or other support, called subsidies, to their domestic fishing fleets, so that they can go after the scarce, higher-priced fish. Often this results in further scarcity of fish species, as too many boats chase too few fish.

**Managing the Supply**

Protecting the global fish supply is complicated: fish are a moving target! Since fish are in the open ocean, they are considered a "common good." The National Oceanic and Atmospheric Association (NOAA) regulates our domestic fisheries. NOAA is a federal agency, part of the U.S. Department of Commerce.



Swordfish caught in net

**RH.11–12.7:** Integrate and evaluate multiple sources of information...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.

**Suggestion:** Students often don't have fish other than 'fish sticks' as part of their regular diet. Provide students an opportunity to discuss different fish options students may include in their diets that are considered sustainable versus those considered unsustainable.

**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.11–12.8:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**Suggestion:** Discuss with students where they could locate sources to verify the statements presented in the text.

**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.

**Suggestion:** Visit the NOAA site and view the page on domestic fisheries. Ask students if they can find references to "exclusive economic zone". ([http://www.nmfs.noaa.gov/sfa/domes\\_fish/](http://www.nmfs.noaa.gov/sfa/domes_fish/))

**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.

**Suggestion:** Ask students to interpret the picture.

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Established more than 200 years ago (in 1807), it is responsible for preserving the health of coastal and marine ecosystems. The National Marine Fisheries Service (NMFS) is part of NOAA and it monitors over two-hundred fish populations in the United States' "exclusive economic zone." (EEZ). The U.S.'s EEZ is the ocean anywhere between 3 to 200 miles offshore of the continent —one of the largest EEZ areas in the world.

The NMFS creates fishery management plans that dictate the types and quantity of fish that can be caught in the EEZ, or when they can be caught, depending on the fish population's health.

Past attempts by NMFS to control the seafood supply and industry practices have not always worked. For instance, restricting the fishing season for a certain species can cause a fishing frenzy, where large quantities of that fish are "dumped" onto the global market all at once, driving the price down. This quickly puts smaller fisheries out of business and can result in populations being overfished. More success has been had by limiting or eliminating certain kinds of fishing technology with extremely high (or damaging) catch rates (such as bottom trawling); establishing protected areas (marine sanctuaries) that serve as "safe zones" for marine species thus allowing them to grow and reproduce; keeping the ocean's ecosystems healthy; and finally, transferable quotas, which are a type of quotas allocated to individual fishermen or vessel owners, which can be sold or leased to others.

And whatever NMFS does has little to no effect on the fishing practices of other countries. Worldwide, national fisheries are self-governed by individual countries. However, 99% of the countries that fish are members of the World Trade Organization (WTO). The WTO helps to form agreements between the member nations,



Bycatch thrown overboard

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

**Suggestion:** For example, define:

- Fishing frenzy
- Fisheries
- Marine sanctuaries
- Bycatch
- Quota

**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.11–12.8:** Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

**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.

**Suggestion:** Students may not be familiar with the World Trade Organization (WTO). Have students explore resources to become familiar with roles of the WTO beyond fishery management.

**WHST.11–12.7:** Conduct...research projects to answer a question...or solve a problem;...demonstrating understanding of the subject under investigation.

**Suggestion:** Have students attempt to answer the questions posed at the end of the selection by completing a quick-write. Let students share their responses.

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

**Suggestion:** For example, define:

- Low emissions
- Free trade
- Aquaculture

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some of which relate to fishing. In addition, the UN created a Code of Conduct for Responsible Fisheries in 1995. This code encourages member nations to adopt responsible fishing practices, such as: using technology that reduces or eliminates bycatch; enforcing proper licensing to fish and registration of fishing vessels; and ensuring that active vessels are less-polluting (low emissions). But not everyone upholds the UN "code" or honors WTO agreements. This creates disparities in the market, making it more difficult for fishing companies in those nations that are following regulations to compete against those from nations that do not regulate their fisheries.

**Meeting Future Demands**  
The United Nations recognized the potential fish supply problem as early as the 1990s and began a dialogue with member nations to address the issue. Today, national and international regulations encourage responsible fishing and free trade, with the goal of maintaining a healthy ocean and a healthy economy. But market forces continue to drive fisheries to catch more and more fish in order to make ends meet, exacerbating the supply problem. Regulation alone

cannot protect or replenish the global fish supply. From scarcity often comes economic opportunity. Many see aquaculture as one solution, while others point to the environmental costs and hazards of farming fish. California has the most diverse fish farming industry in the nation, raising everything from catfish to caviar. Investing in aquaculture has created jobs

and economic opportunities for many of our coastal towns. But is it the answer to satisfying the world's growing demand for fresh seafood? Will it ensure that the ocean's ecosystems remain healthy and vibrant? Can it help sustain an industry that has been a part of our cultures and economies for thousands of years? With time and careful monitoring, we may be able to answer these questions.



Hauling in fish

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**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.11–12.7:** 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.

**Suggestion:** Ask students to compare this picture to the one at the beginning of the reading selection. Ask them if they think both fishing boats are engaged in similar fishing practices.

### 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.11–12.7:** 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.11–12.8:** Evaluate an author’s premises, claims, and evidence by corroborating or challenging them with other information.
- **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.
  - 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.11–12.3:** 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.11–12.1:** 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.
  - 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.
  - 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.
  - d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  - e) Provide a concluding statement or section that follows from or supports the argument presented.

## Common Core Reference Pages

- **WHST.11–12.2:** Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
  - 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.
- **WHST.11–12.4:** Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- **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.11–12.9:** Draw evidence from informational texts to support analysis, reflection, and research.
- **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.