

From: Pat Hayashi  
Date: May 31, 2013  
RE: New Client

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You now know that the Rom-Com-Post campaign fell through, so our staff unexpectedly finds itself with a total of 226 hours over the next three months to take on one new client.

As you have seen over your first eight months here, when we make a decision about a potential new client we use three criteria:

1. Most importantly, the potential client and the project *must* align with our Points of Unity. These perspectives are the core of our values, so we must always do our due diligence here.
2. We consider the revenue, making sure we have at least enough funds to cover three months of our fixed costs. If we can afford to do work that matters, even on a sliding scale or pro bono basis, we will do that if we can afford to, but we must always be able to pay the rent and pay the staff.
3. We make sure the potential client has the capacity to execute on the design work we produce; we don't want to ever do beautiful design work and deliver the materials, only to have them sit in a drawer unused because the client can't implement their plans.

Now, it is somewhat unorthodox for a junior account manager still in the probationary period to lead our pre-project meeting, but you have demonstrated great capacity to take on new challenges. (In my six years as vice president, I have not seen anyone else pick up our process faster -- I think that internship and career education pathway from your high school prepared you quite well.) As you know, we always rely on our interns to do research (like all the work you did as an intern two summers ago) to help check for alignment with our Points of Unity, and then and now you have risen to the occasion. But as you close in on nine months and the point where we vote whether or not to make you a permanent account manager (which includes partnership status), we thought we'd give you this unique opportunity. I know the stakes are high, but I have every confidence in you.

So, you should review the proposals that have come in over the last month, and be prepared to recommend which project we should take on, and to explain why based on our three criteria. As you have seen, our project pitch meetings are always consensus-based, so in addition to the one-page written memo to the team making the case, you should come prepared to make a five minute pitch to the team during our next staff meeting, summarizing the possible projects, and why you picked the one you did (and why you did not pick the others) relative to our criteria. Also be ready to lead a discussion with the partners to help us all reach consensus.

If you have any questions, let me know.



**RGB**

Really Good Branding, Inc.

### Points of Unity

As part of our commitment to environmental protection and justice, RGB, Inc. supports efforts to bring about progressive social change by providing high quality graphic design and visual communications services to progressive organizations. Our “Points of Unity” – though not exhaustive -- gives direction to our work.

RGB, Inc., adopted three points to clarify our political unity.

1. The movement for social change taking place in an international context. We are in solidarity with all people around the world who are working toward social justice and democracy.
2. Protecting the environment is a critical issue as the survival of humanity and of this planet is increasingly threatened.
3. We support activities that seek to empower people and enhance their living conditions.

We feel that the vision for the larger society should also be reflected at our workplace. We strive to collectively make RGB, Inc. a humane place to work, and a democratic structure to maximize empowerment and participation of our members.

*Adopted 04/01/98*

To: Pat Hayashi  
From: Marilyn Lightfoot-Makwa  
Date: May 28, 2013  
RE: Project Idea

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Pat Hayashi:

My wife, Sarah Lightfoot-Makwa, gave me your contact information. We are looking for help designing a tagline, logo, and flyers for a grassroots organization effort to change local ordinances on single-use plastic bags. We want to ban plastic bags in four local communities identified through our analysis as the most high-profile yet politically viable for such reforms: Eagle Heights, West Cumberland, Creeksville, and Jefferson City.

We have been working over the last 18 months to develop interest in 5-8 local community groups in each city, with between 500-720 volunteers ready and willing to take on information campaign efforts. We hope to propose a new resolution regarding this ordinance to the respective City Councils between early September and mid-October. In our experience, we have found educational materials are most effective when distributed approximately one month prior to the actual meeting when the City Council will vote on the resolution.

Unfortunately, I hope you might be willing to consider this proposal as a pro bono project. I wish we had the funds to pay you what this work is worth, but our funds were decimated in the last round of budget cuts. Our volunteers are, however, currently fundraising to offset related printing costs.

Please let us know if you have any questions.

Marilyn

Marilyn Lightfoot-Makwa  
Account Manager  
Preventing Plastics

To: Pat Hayashi  
From: Margarita Rodriguez  
Date: May 12, 2013  
RE: Green Campaign

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Dear Pat:

I am writing to see if you might consider design work for a project I believe is right up your alley. We would like to create an information campaign to launch in November to show that Christmas tree farms are “carbon sinks,” which are good for the environment by collecting and storing carbon dioxide. We would like you to create a series of 14 logos (one for each state in which we have retailers) for a campaign where we would attach biodegradable tags to Christmas trees grown at any Four Turtle Doves Farm to help consumers see how much carbon sequestration their tree has supported.

For this campaign, we would like you to create 1.5 million tags (using post-consumer paper products and vegetable dyes). Our budget for this project is \$125,000 this year, with potential to continue the project in future years.

We have already cleared the project through our 227 farms across the country, so implementation should only require an information campaign (for which we have already hired a PR firm), assuming you can get the materials to us by November 1. Please let me know if you have any questions.

Margarita Rodriguez  
Director of Community Initiatives  
Four Turtle Doves Farms

To: Pat Hayashi  
From: Tanisha Jackson  
Date: May 14, 2013  
RE: Proposal

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Hi Pat:

It was great to meet you at the Progressive Project Action Conference last week in Atlanta. I really enjoyed your keynote PPAC presentation on greenwashing. It was fascinating to hear your warning about the ill-fated "Rom-Com-Post" campaign. In retrospect, it seemed too good to be true that at romantic comedies at Luxe Theatres, if you bought popcorn for two in the special green box they would compost those boxes and the leftover popcorn, when the byproduct of the butter flavoring actually releases harmful chemicals into the groundwater near the production plant.

We would like you to design a street campaign to help our local "green" hotels to encourage guests to walk, take public transportation, or use pedi-cabs when they are going out to dinner in the area. We would like you to create a set of logos for stickers that guests could affix to their coats or outerwear, which would signal to restaurants that the guest is participating in the program and eligible for some great discounts. We hope to get 100 hotels to sign on. We think this will make the "green" hotels more attractive to tourists, since an independent research firm's analysis indicated that our green hotels cost an average of \$29.27 more per night, but if a guest receives \$20 in restaurant savings, the difference is close enough to persuade them to pay more to be "green."

The budget for this project is \$20,000, to include a series of consultations, and the design work; that budget should also cover the printing costs for the first order of 350,000 stickers.

We plan to launch the program over the Fourth of July holidays; we could also use some advice on street-teaming. Have you done this before? If so, it would be great if we could include some additional consultations regarding street-teaming campaigns in this proposal. We would definitely want to get the stickers back by June 24 because we will have an intern starting that week; we're going to task her with letting restaurants know about this program and to get them to sign up to offer the discounts. We might ask if you could do some pro-bono work to design a webpage that would list the participating merchants and the types of discounts they are willing to offer.

We're thrilled about this project, and hope you will consider partnering with us.

Tanisha Jackson, PhD  
Green Hotels Collaborative

To: ALL STAFF  
From: Sean O'Leary  
Date: May 29, 2013  
RE: Printing Vendor

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All staff:

Please note that starting July 15 our printing vendor will now have the capacity to print materials using vegetable dyes that are 100% environment-friendly. The cost is estimated at 72% higher for print runs less than 1 million, and 67% higher for print runs 1 million and over. We should be quite proud that they are a "green" vendor -- they were able to reduce their previously reported prices because they have cut costs by installing solar panels (they report reducing their heating bills by 26%), holding off on doing their server upgrade (the KnowledgePlan SL24 coming out this fall will be 7% more energy efficient) and installed water-saving toilets and sinks in their restrooms (reducing water use by a whopping 42%). We should nominate them for the Green Vendor award.

**California Linked Learning District Initiative  
Pathway and District Leadership Series 2013-14**

**May 2013 – Profit and Loss Statement**

	Apr-13	May-13	TOTAL	Projected June 2013
Ordinary Income/ Expense				
Income				Projections do not include 3 potential new clients
Print Design	40,598.00	48,387.50	88,985.50	68,000.00
Web Design	30,245.00	24,285.00	54,530.00	17,000.00
Interest Income	41.11	57.92	99.03	62
<b>Total Income</b>	<b>70,884.11</b>	<b>72,730.42</b>	<b>143,614.53</b>	<b>85,062.00</b>
Cost of Goods Sold				
Web	37.49	0	37.49	0
Postage	0	58.46	58.46	50
Photography	440	0	440	0
<b>Total COGS</b>	<b>477.49</b>	<b>58.46</b>	<b>535.95</b>	<b>50</b>
<b>Gross Profit</b>	<b>70,406.62</b>	<b>72,671.96</b>	<b>143,078.58</b>	<b>85,012.00</b>
Expense				
Accounting	519.75	519.75	1,039.50	519.75
Health Insurance	3,931.53	4,471.38	8,402.91	3,931.53
<b>Total Accounting &amp; Insurance</b>	<b>4,451.28</b>	<b>4,991.13</b>	<b>9,442.41</b>	<b>4,451.28</b>
Computer Expenses				
Internet Expense	62.13	62.13	124.26	62.13
Computer Hardware	45.65	0	45.65	0
Web hosting	48.64	43.62	92.26	48.64
Server Upgrade	0	0	0	80,000.00
<b>Total Computer Expenses</b>	<b>156.42</b>	<b>105.75</b>	<b>262.17</b>	<b>80110.77</b>
Discretionary Donations	180	40	220	0
Bank Service Charges	39	39	78	39
Business Licenses/ Permits	25	0	25	0
Meals and Entertainment	263.81	0	263.81	150
Meeting Expense	800	0	800	350
<b>Total Meals &amp; Entertainment</b>	<b>1,307.81</b>	<b>79.00</b>	<b>1,386.81</b>	<b>539.00</b>
Payroll				
Wages	29,645.02	29,645.02	59,290.04	29,645.02
Federal Payroll Tax Expense	2,251.79	2,251.79	4,503.58	2,251.79
<b>Total Payroll</b>	<b>31,896.81</b>	<b>31,896.81</b>	<b>63,793.62</b>	<b>31,896.81</b>
Security	49	49	98	49
Rent	2,266.00	2,266.00	4,532.00	2,266.00
Repairs and Maintenance	0	104.38	104.38	0
Travel	0	200	200	0
Utilities				
Telephone	311.86	311.86	623.72	311.86
Gas and Electric	183.16	185.47	368.63	185.47
Utilities Other	201.35	201.35	402.7	201.35
<b>Total Utilities &amp; Rent</b>	<b>3,011.37</b>	<b>3,318.06</b>	<b>6,329.43</b>	<b>3,013.68</b>
<b>Total Expense</b>	<b>40,823.69</b>	<b>40,390.75</b>	<b>81,214.44</b>	<b>120,011.54</b>
<b>Net Income</b>	<b>29,582.93</b>	<b>32,281.21</b>	<b>61,864.14</b>	<b>-34,999.54</b>
<b>Net Savings</b>	<b>54,007.17</b>	<b>86,288.38</b>	<b>86,288.38</b>	<b>51,288.84</b>



Staff Meeting Agenda  
May 13, 2013

- I. Project updates
  - a. Green Housing Downtown (Gregory)
  - b. Id+Eco+Super-eco Tourism electoral politics (Yamilet)
  - c. Electric Cars Street Campaign (Tranh)
  - d. Rom-Com-Post (Pat)
  - e. Print Design team hours increase over June/July
  - f. Web Design team hours down beginning mid-June
  
- II. Financials
  - a. May Profit & Loss Statement
  
- III. Staffing
  - a. Oliver's retirement party: June 30
  - b. Next partnership vote: July 1
  
- IV. New business
  - a. Building security: Last person to leave on Fridays, please make sure to lock both the front and rear doors of the office.
  - b. Kitchen: Starting May 7, all leftover food in the kitchen and downstairs lounge refrigerators will be composted every Friday. You have been warned!
  - c. Technology upgrade: We now have funds for the server upgrade to KnowledgePlan SL23. Proposal to begin upgrade June, 15.
  - d. Points of unity: Proposal has been made to expand the statement to include the following statement - "We stand in opposition to any policies or practices that institutionalize forms of oppression against women, people of color, gays and lesbians, and differently abled citizens."





**Basic Cost List**

<b>Project</b>	<b>Unit Cost</b>	<b>Staff Time</b>
Consultations	\$70.00/hour	3 hours (prep and follow-up)
Logo design work	\$70.00/hour	18 hours per design
Webpage design	\$90.00/hour	84 hours (for beta version)
Tagline design	42.00/hour	19 hours
Flyer design	53.00/hour	13 hours
Sticker printing	\$0.015/sticker	2 hours
Tags or door-hanger printing	\$0.031/tag	2 hours

From: Abdulla Abadi (INTERN)  
Date: May 31, 2013  
RE: Google Search

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I completed the Google search you requested, and also called some of our expert contacts to gather additional information about the three organizations you mentioned. Here's that I learned:

Preventing Plastics has 12 years worth of experience reducing plastic bag use, first starting with successful campaigns to encourage the use of paper, but more recently focusing on re-usable bags. All three of the experts who focus on plastic bags indicated that PP is reputable; the one concern was that Marilyn Lightfoot-Makwa's daughter held an internship last semester in the programming department at Sir Isaac Computer, and their outlet stores do not offer plastic alternatives.

Four Turtle Doves Farms was founded in 1946. One of our experts noted that they received great praise because they were one of the first national companies to offer full employment benefits to same-sex couples. They have Christmas Tree farms in 14 states (it used to be 15, but one plant was shut down because of the bad press they received when it was found that the pesticides they use contaminated the groundwater, and helicopter farming has also been an issue; they made news recently when they announced a new alternative to the use of helicopters).

Green Hotels Collaborative received high praise from all of our experts; however they just underwent a change in leadership, and many of the veteran staff took this opportunity to take the early retirement buyout. They have been hiring up lately, focusing on fresh talent right out of undergraduate colleges and universities. They won awards from PPAC for "most green initiatives" in 2008, 2010, and 2011.

## Design Collaborative Performance Task Problem-Solving/Presentation Rubric

### Linked Learning Pathways Performance Assessment Common Rubrics: *CRITICAL THINKING / PROBLEM SOLVING*

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
<b>SOLVING PROBLEMS</b> <i>What is the evidence that the student can identify, weigh, and select from multiple approaches to solve a problem?</i>	<ul style="list-style-type: none"> <li>Identifies an approach to solve the problem, answer the question, or meet the challenge that is <b>not likely to succeed or is based on guesswork</b></li> <li>Explanation for the proposed solution or approach is <b>unclear</b></li> </ul>		<ul style="list-style-type: none"> <li>Identifies <b>one plausible approach</b> to solve the problem, answer the question, or meet the challenge</li> <li>Identifies why the proposed solution or approach is likely to be effective</li> <li>Selects an approach and explains why</li> </ul>		<ul style="list-style-type: none"> <li>Identifies <b>multiple</b> plausible approaches to solve the problem, answer the question, or meet the challenge</li> <li><b>Weighs the relative effectiveness</b> of proposed solutions or approaches</li> <li>Selects an approach that is likely to be effective, with clear, <b>detailed explanations supported by evidence</b></li> </ul>		<ul style="list-style-type: none"> <li>Identifies multiple plausible approaches to solve the problem, answer the question, or meet the challenge, <b>including the limitations of each approach</b></li> <li><b>Weighs the relative effectiveness</b> of proposed solutions or approaches</li> <li>Selects the approach <b>most</b> likely to be effective, with clear, detailed, and <b>convincing</b> explanations supported by evidence</li> </ul>
<b>CLARITY</b> <i>What is the evidence that the student can present a clear perspective and line of reasoning?</i>	<ul style="list-style-type: none"> <li>Presents an <b>unclear</b> perspective</li> <li>Line of reasoning is <b>absent, unclear, or difficult to follow</b></li> </ul>		<ul style="list-style-type: none"> <li>Presents a <b>general</b> perspective</li> <li>Line of reasoning <b>can be followed</b></li> <li><b>One perspective</b> dominates the line of reasoning</li> </ul>		<ul style="list-style-type: none"> <li>Presents a <b>clear</b> perspective</li> <li>Line of reasoning is <b>clear and easy to follow</b></li> <li><b>Addresses alternative or opposing perspectives</b> when appropriate</li> </ul>		<ul style="list-style-type: none"> <li>Presents a <b>clear and original</b> perspective</li> <li>Line of reasoning is clear and <b>convincing</b></li> <li>Addresses alternative or opposing perspectives in a way that <b>sharpens one's own perspective</b></li> </ul>
<b>EVIDENCE</b> <i>What is the evidence that the student can present a perspective with supportive evidence?</i>	<ul style="list-style-type: none"> <li>Draws on facts, experience, or research in a <b>minimal way</b>;</li> <li>Demonstrates <b>limited</b> understanding of the topic</li> </ul>		<ul style="list-style-type: none"> <li>Draws on facts, experience, and/or research <b>inconsistently</b>;</li> <li>Demonstrates an <b>incomplete or uneven</b> understanding of the topic</li> </ul>		<ul style="list-style-type: none"> <li><b>Draws on</b> facts, experiences and research to support a perspective</li> <li>Demonstrates an <b>understanding</b> of the topic</li> </ul>		<ul style="list-style-type: none"> <li>Facts, experience and research are <b>synthesized</b> to support a perspective</li> <li>Demonstrate an <b>in-depth</b> understanding of the topic</li> </ul>

### Alignment to Porterville Unified Graduate Profile

- Critical Thinking and Problem Solving Skills: Demonstrates these critical thinking and problem solving skills: exercises sound reasoning and analytical thinking (makes judgments and explains perspectives based on evidence and previous findings); uses knowledge, facts, and data to solve workplace problems
- Effective Communication Skills of Listening, Speaking, and Writing: Pays attention to verbal information and instructions; listens and observes; articulates thoughts and ideas clearly and effectively verbally and in written form; uses technology appropriately for communication.

### Alignment to Common Core State Standards

- Standards for Mathematical Practice:
  - Make Sense of Problems and Persevere in Solving Them (i.e., analyze givens, constraints, relationships, and goals)
  - Construct Viable Arguments (i.e., make conjectures and use logical reasoning to explore the truth of conjectures)
  - Model with Mathematics (i.e., apply math to real world problems)
  - Attend to Precision (i.e., communicate precisely to others)
  - Look for and Express Regularity in Repeated Reasoning (i.e, maintain big picture of problem, while attending to details)
- [CCSS.Math.Content.HSA-CED.A.1](#) Create equations and inequalities in one variable and use them to solve problems
- [CCSS.Math.Content.HSA-REI.A.2](#) Solve simple rational and radical equations in one variable; give examples showing how extraneous solutions may arise.
- [CCSS.Math.Content.HSS-IC.B.3](#) Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.

- [CCSS.Math.Content.HSS-MD.B.7](#) (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
- English Language Arts Anchor Standards:
  - [CCSS.ELA-Literacy.CCRA.R.1](#) Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
  - [CCSS.ELA-Literacy.CCRA.W.1](#) Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence.
  - [CCSS.ELA-Literacy.CCRA.SL.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
  - [CCSS.ELA-Literacy.CCRA.SL.4](#) Present information, findings, and supporting evidence so that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.RI.11-12.1](#) Cite strong and thorough evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
- [CCSS.ELA-Literacy.RI.11-12.7](#) Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words to address a question or solve a problem.
- [CCSS.ELA-Literacy.RST.11-12.1](#) Cite specific evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
- [CCSS.ELA-Literacy.RST.11-12.2](#) Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

## Design Collaborative Performance Task Consensus Rubric

### Linked Learning Pathways Performance Assessment Common Rubrics: *EFFECTIVE COMMUNICATION - ORAL INTERACTION*

SCORING DOMAIN	EMERGING	E/D	DEVELOPING	D/P	PROFICIENT	P/A	ADVANCED
<b>ACTIVE LISTENING</b> <i>What is the evidence that the student can actively listen to others' ideas?</i>	<ul style="list-style-type: none"> <li>Is <b>distracted</b>, with <b>little</b> interest in speaker's message; verbal/nonverbal feedback indicates <b>lack of understanding or misunderstanding</b></li> <li>Asks <b>irrelevant questions</b></li> <li><b>Monopolizes "air time"</b> or frequently interrupts other speakers</li> </ul>		<ul style="list-style-type: none"> <li>Listens with <b>partial</b> interest in the speaker's message; sporadic verbal/nonverbal feedback indicates some understanding or agreement</li> <li>Asks <b>general</b> questions to clarify understanding of speaker's point of view</li> <li><b>Shares "air time"</b></li> </ul>		<ul style="list-style-type: none"> <li>Listens <b>with interest</b> in the speaker's message and provides verbal or nonverbal feedback to signal understanding or agreement</li> <li><b>Asks questions</b> to clarify understanding of speaker's point of view and reasoning</li> <li>Shares "air time" and <b>takes care not to interrupt other speakers</b></li> </ul>		<ul style="list-style-type: none"> <li>Listens with <b>sustained</b> interest in the speaker's message and provides verbal or nonverbal feedback to signal understanding or agreement</li> <li><b>Asks focused questions</b> to clarify understanding of speaker's point of view and reasoning</li> <li>Shares "air time" and <b>invites/encourages other speakers to contribute</b></li> </ul>
<b>PRODUCTIVE COLLABORATION</b> <i>What is the evidence that the student can respond to diverse perspectives thoughtfully and work collaboratively and productively?</i>	<ul style="list-style-type: none"> <li>Responds to questions <b>hesitatingly</b></li> <li><b>Is closed to ideas</b> or opinions that differ from one's own</li> <li>Provides <b>surface-level</b> feedback</li> </ul>		<ul style="list-style-type: none"> <li>Responds to questions and <b>begins to pose</b> appropriate questions</li> <li>Responds to others' ideas <b>without being argumentative or defensive</b></li> <li>Provides <b>critical but constructive</b> feedback</li> </ul>		<ul style="list-style-type: none"> <li><b>Acknowledges and helps clarify</b> the ideas of others by asking probing questions</li> <li>Responds to different ideas or opinions <b>with diplomacy</b></li> <li>Provides <b>positive and constructive</b> feedback to collaborators</li> </ul>		<ul style="list-style-type: none"> <li><b>Builds on and gives credit to others' ideas</b></li> <li><b>Ensures that all voices are heard while challenging ideas and conclusions</b> to advance the goals of the group</li> <li>Provides <b>effective, positive, and productive</b> feedback to collaborators</li> </ul>

## Alignment to Porterville Unified Graduate Profile

- Effective Communication Skills of Listening, Speaking, and Writing: Pays attention to verbal information and instructions; Listens and observes; articulates thoughts and ideas clearly and effectively both verbally and in writing; uses technology appropriately for communication.
- Cultural Awareness and the Ability to Collaborate with Diverse Groups: Builds collaborative relationships with colleagues and customers; is able to work with diverse teams, contributing to the team effort; negotiates and manages conflict; learns from and works collaboratively with individuals representing diverse cultures, races, ages, gender, religions, lifestyles, and viewpoints; and uses technology to support collaboration.

## Alignment to Common Core State Standards

- English Language Arts Anchor Standards
  - [CCSS.ELA-Literacy.CCRA.SL.1](#) Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
  - [CCSS.ELA-Literacy.CCRA.SL.3](#) Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.
  - [CCSS.ELA-Literacy.CCRA.SL.4](#) Present information, findings, and supporting evidence so that listeners can follow the line of reasoning, and the organization, development, and style are appropriate to task, purpose, and audience.
- [CCSS.ELA-Literacy.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.
- [CCSS.ELA-Literacy.SL.11-12.1b](#) Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
- [CCSS.ELA-Literacy.SL.11-12.1c](#) 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.

- [CCSS.ELA-Literacy.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; and determine what additional information or research is required to deepen the investigation or complete the task.
- [CCSS.ELA-Literacy.SL.11-12.2](#) Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
- [CCSS.ELA-Literacy.RI.11-12.1](#) Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.