High School Essay Example #1

Narrative Essay "Describe a time you failed and what changed."

The Slide That Never Loaded

The screen went black halfway through my first slide. Twenty-eight classmates stared at me, and Mr. Reyes held his pen over the grading rubric. I tapped the trackpad. Nothing. I tapped it again. The laptop gave a small, tired beep and shut off.

Three weeks of work, gone. I had spent those weeks growing bean plants under different colored lights, measuring them every morning before school, and logging every number in a spreadsheet. The night before, I finished my slides at 1 a.m., proud and exhausted. I never saved a copy anywhere else. I never practiced out loud either. I figured I knew the project well enough to wing it.

I couldn't. I stood at the front of the room and tried to rebuild my results from memory. "The plants under blue light grew... a lot," I said. Someone coughed. Mr. Reyes asked what my control group was, and I realized I had mixed up my own variables. My face went hot. I ended with, "So, yeah, that's my project," and walked back to my seat while the clock ticked louder than I had ever heard it.

I got a 54, the lowest grade I had ever received.

That afternoon, I sat on the bus, angry at the laptop, the dying battery, and the universe. I replayed the presentation over and over, hoping the ending would change. By the time I got home, though, I was angry at the right person. The laptop had only shut off. Everything else was my fault. I had trusted one device with three weeks of effort, and I had trusted my memory over practice.

The next morning, Mr. Reyes asked me to stay after class. I expected a lecture. Instead, he said, "You did the research. You just didn't protect it, and you didn't prepare to share it." It stung because it was true. Then he offered something I didn't expect: a chance to redo the presentation for a grade capped at 85, as long as I came back with a backup and a plan.

That night I rebuilt everything. I pulled my numbers from the spreadsheet, which had luckily synced to my email, and I remade the slides in an hour because I finally understood them instead of just decorating them. I saved a copy to a flash drive and printed a one-page outline. Then I did something that felt ridiculous: I practiced out loud, standing in my bedroom, talking to my bookshelf. By the third run-through, I stopped stumbling over the variables.

The redo went smoothly. When the final slide appeared, I felt calm instead of panicked. I earned an 82, and the 54 was replaced. More importantly, my habits changed. I now save every file in two places. I finish projects a day early, not an hour early. For my next assignment, a history presentation on the Silk Road, I had a backup, an outline, and a full practice run. I earned a 92.

Looking back, the crash wasn't the real failure. The real failure was my belief that being smart was enough. Preparation matters just as much as intelligence, and the mistakes that embarrass us most are often the ones that teach us the most. I still think about that black screen sometimes, and I'm grateful for it.

High School Essay Example #2

Descriptive Essay "Describe your grandmother's kitchen."

The Warmest Room in the House

The first thing I notice is the sound. Before my eyes are fully open, I hear it drifting down the hallway: the soft scrape of a spatula, the steady tick of the old ceiling fan, and a radio murmuring somewhere between two stations. Then the smell arrives. Onions are sizzling in a heavy pan, and underneath that sharp, sweet scent is ginger tea simmering on the back burner. I pull my blanket tight for one more second, then follow the smell down the hall like a trail.

The kitchen is small, and it looks even smaller because every inch is used. Red-checked curtains hang over the window, faded to the color of ripe tomatoes. Glass jars of pickles and lentils line the shelf above the stove, each lid labeled in my grandmother's slanted handwriting. A green enamel kettle sits on the counter, its paint chipped at the handle where her hand has held it for forty years. Morning light slides through the curtains and lays warm stripes across the table.

The tiles are cool under my bare feet, and I curl my toes against them as I cross the room. The back of my chair is worn smooth, soft the way a river stone is. When my grandmother hands me a steel cup of tea, the heat spreads through my palms and up my wrists, and I wrap both hands around it even though it is almost too hot to hold. She rests a hand on my shoulder as she passes, and it feels as steady as the table itself.

She cooks without hurry. The onions hiss, then settle into a soft crackle as they turn golden. She cracks an egg against the side of the pan, and the sizzle grows louder, spitting tiny drops of butter that pop and vanish. The toaster clicks. The kettle begins to whistle, a thin, rising note, and she lifts it off the flame just before it peaks, as if she knows exactly where the sound ends. The whole room smells of butter, ginger, and toast, a combination I could pick out blindfolded anywhere in the world.

She sets a plate in front of me: a fried egg tucked between two slices of toast, the edges crisp and the middle soft. The first bite is buttery and salty, with a faint sweetness from the onions caramelized at the corner of the bread. The yolk spills warm across my tongue. Between bites, I sip the tea, sweet and sharp with ginger, and the heat settles in my chest. Nothing on the plate is fancy, but it tastes like someone planned it just for me.

Later, I will remember bigger things about this house: the holidays, the long dinners, the stories told after everyone had eaten. But the memory I return to most is this small, bright kitchen on a quiet morning. The sounds are gentle, the smells are slow and warm, and every surface carries the marks of someone who has cared for this room, and for me, for a very long time. When I walk out the door, I take a little of that warmth with me.

High School Essay Example #3

Expository Essay "How does social media affect sleep?"

How Social Media Affects Teen Sleep

Sleep is something every teenager needs and few get enough of. At the same time, social media has become a normal part of the evening routine, with phones on pillows and notifications lighting up long after bedtime. Researchers who study the two together have found a steady pattern: the more time teens spend on social media, the later they tend to fall asleep and the worse they tend to sleep. Social media affects teen sleep in three main ways. It takes up time that would otherwise be spent sleeping, it keeps the brain alert at night, and it interrupts rest once the night has begun.

To understand the effect, it helps to know how much sleep teens need. Most teens should get about 8.5 to 9.5 hours of sleep a night, yet roughly two out of three high school students do not get enough. Part of the reason is biological. During puberty, the body's internal clock shifts, so teens become sleepy later at night and need to sleep later in the morning. Add an early school start time, and there is very little room for anything that pushes bedtime later.

The first way social media affects sleep is by taking its place. Every hour spent scrolling at night is an hour not spent asleep. A 2019 study published in BMJ Open looked at data from 11,872 UK teens aged 13 to 15. It found that heavier social media use was generally linked to poorer sleep patterns, while the lightest users were the least likely to fall asleep late, which supports the idea that social media displaces sleep. Because the study was observational, it shows a link between the two but cannot prove that one causes the other.

The second way is by keeping the mind switched on. Messages, comments, and endless feeds give the brain something new to react to, which makes it harder to wind down. The lead author of the study suggested that teens may lie awake because they are not ready to fall asleep, then struggle to put their phones down because they do not want to miss out. A late-night conversation with friends can feel more urgent than sleep, even when tiredness is setting in.

The third way is interruption. Sleep does not end once a teen drops off. The same study found that very heavy users were 36 percent more likely to wake during the night and have trouble falling back asleep. A single buzz from a phone, or a quick check of the screen, can be enough to pull someone out of deep sleep and delay getting back into it.

These effects matter because sleep affects nearly every part of a teen's day. Too little sleep in adolescents is linked to obesity, symptoms of depression, less exercise, and poor academic performance. Since the pattern shows up in so many areas, health experts have given simple advice. They recommend that young people stay off all screens for at least an hour before bed so their brains have time to wind down.

In short, social media does not affect sleep through one single cause. It takes up time, keeps the brain alert, and breaks up rest, and each of these can shorten or weaken a teen's night. Understanding how the process works is the first step toward changing it.

High School Essay Example #4

Persuasive Essay "Should schools start later?"

Let Teens Sleep

Picture a junior named Maya. Her alarm goes off at 5:45 a.m. so she can catch a 6:40 bus. She sits through first period with her head propped on one hand, reading the same sentence three times. By lunch, she is running on a vending machine snack, and by the afternoon she is too drained to focus on homework or practice. Maya is made up, but her mornings will sound familiar to many students. Schools should start no earlier than 8:30 a.m., because later start times protect teens' health, improve their learning, and keep them safe.

The problem begins with a gap between what teens need and what schools give them. The CDC says teens need about 8.5 to 9.5 hours of sleep on school nights, and two out of three high school students do not get enough. A CDC survey of nearly 40,000 public schools found that fewer than one in five middle and high schools started at 8:30 a.m. or later, even though the American Academy of Pediatrics urges that as the earliest start. Schools are asking students to perform at their best while making it nearly impossible to rest.

This is not a matter of laziness or bad habits. Once a child reaches puberty, the body's internal clock shifts, so teens become sleepy later at night and need to sleep later in the morning. Telling a teenager to just go to bed earlier ignores biology. A 16-year-old who is wide awake at 9 p.m. is not being difficult. Their body is simply running on a different schedule than the school bell.

The strongest argument for change is that it works. A review of 38 studies found that delaying school start times generally increased how long teens slept on school nights, even when the delay was only about half an hour. The same review linked later start times to better attendance, less tardiness, less falling asleep in class, better grades, and fewer car crashes. Every one of those outcomes is something schools already say they want.

Critics raise fair concerns. They point to higher transportation costs, traffic congestion, and the difficulty of scheduling after-school activities. But these are logistical problems, and logistical problems can be solved. Fairfax County, Virginia, voted to move its high schools from a 7:20 a.m. start to between 8:00 and 8:10 a.m. Districts can stagger bus routes, adjust practice times, and phase changes in over a year or two. A tired student cannot fix a bus schedule, but a school board can.

The cost of waiting is also real. Every year that a school keeps its early bell, another class of students loses sleep, focus, and safety for the sake of convenience. Moving the bell is a one-time adjustment, while the benefits show up in every school day that follows.

School boards should move high school start times to 8:30 a.m. or later. If you are a student, bring these numbers to your next board meeting, talk to your principal, or start a petition with your classmates. Maya should not have to read the same sentence three times just to get through first period.

High School Essay Example #5

Argumentative Essay "Should homework be banned?"

Cap It, Don't Ban It

Few ideas unite students faster than the thought of banning homework. No more late nights, no more worksheets, no more assignments that follow you home. It sounds like a fix for a real problem, but the evidence points to something more careful. Homework should not be banned. Instead, schools should limit it to a reasonable amount so it helps students rather than overwhelms them.

The first reason is that homework works, especially for older students. Duke University researcher Harris Cooper reviewed more than 60 studies from 1987 to 2003 and found that homework had a positive effect on student achievement. The link was much stronger in grades 7 through 12 than in elementary school. That makes sense, since older students are better at ignoring distractions and have more effective study habits. Practicing a skill on their own gives them time to apply what they learned in class.

The second reason is that the benefits have a limit, which shows the real problem is quantity, not homework itself. A common guideline is about 10 minutes per grade level, which adds up to roughly two hours for a high school senior. Cooper's review found that for upper high school students, more than about two hours of homework was not linked to higher achievement. In other words, a little homework helps, and a mountain of it does not.

The third reason is that the harms people describe appear when homework goes past that limit. A Stanford study of 4,317 students at 10 high-performing California high schools found that students averaged about 3.1 hours of homework a night. More than half of them, 56 percent, named homework as a primary source of stress, more than named tests or grade pressure. Many students linked their workload to exhaustion, headaches, and lost sleep, and said it left less time for friends, family, and activities. Those students were doing well over the two-hour mark.

Critics have a fair point. They argue that homework steals time from sleep and family, and that it favors students who have a quiet space and help at home. The Stanford findings support the first concern, and the second is worth taking seriously. But these arguments call for fixing homework, not removing it. The Stanford students also came from high-performing schools in upper-middle-class communities, so their experience may not match every school. A total ban would throw away the learning benefits Cooper found, and it would be unlikely to close any gaps, since students with resources at home would probably keep studying anyway. A better answer is a cap on homework time, plus study periods during the school day so students without quiet homes can finish their work at school.

The choice is not between endless homework and none at all. Schools can limit high school homework to about two hours a night, make sure each assignment has a clear purpose instead of filling time, and give students time at school to get help. Banning homework solves a problem by discarding something that works. Limiting it solves the same problem and keeps the benefits.

High School Essay Example #6

Compare and Contrast Essay "Online vs. in-person learning."

Screen or Classroom?

Online learning used to be a rare option. Today it is a normal part of school for many students, whether as a full program or a few classes mixed into the week. Both formats aim to teach the same material, but they deliver it in very different ways. Comparing them on four points shows where each one is strong: flexibility, focus, interaction, and cost. It also shows that for most high school students, support matters more than convenience.

The first point is flexibility, and online learning wins. Students can log in from anywhere, rewatch a recorded lesson they did not understand, and move through assignments at their own pace. That helps students who play sports, work part-time, or manage a health condition. In-person school runs on a fixed bell schedule, and the whole class moves at one speed. The tradeoff is routine. A set schedule gives students who struggle with time management a clear structure, while online students have to build that structure themselves.

The second point is focus. At home, a student's attention competes with the phone, the TV, siblings, and a steady stream of notifications. The only person checking whether a student is paying attention is the student. A classroom has distractions too, such as chatter and noise, but it also has built-in accountability. A teacher can see who looks lost, and classmates working nearby set a standard for effort. For this reason, in-person learning usually makes it easier to stay on task.

The third point is interaction. In a classroom, a student can raise a hand and get an answer in seconds. Teachers can read faces and body language, and group projects, lab work, and study groups happen naturally. Online classes rely on chat boxes, emails, and discussion boards, so help may arrive hours later. Some shy students find typing a question easier than speaking in front of a room, which is a real advantage. Still, hands-on subjects like science labs, art, and physical education are much harder to teach through a screen.

The fourth point is cost and access. Online learning can save money and time, since there is no bus ride, no fuel, and fewer supplies to buy. However, it depends on having a working device and a reliable internet connection, which not every household has. In-person school provides computers, libraries, and equipment to everyone in the building. The savings from online learning are real, but only for students who already have the tools it requires.

So which matters more? For most high school students, interaction and accountability outweigh flexibility. High school students are still building the habits of independent learners, and quick feedback and a teacher who notices when they struggle help them develop those habits. Online learning works well for self-motivated students who have reliable technology and a quiet space, or for those whose schedules or health make a classroom hard to attend. The strongest approach for most students is in-person school as the foundation, with online tools like recorded lessons and digital assignments added as support.

High School Essay Example #7

Cause and Effect Essay "Causes and effects of screen addiction."

Stuck on the Screen

Most teens know the feeling. You pick up your phone to answer one message, and forty minutes later you are still scrolling. "Screen addiction" is a popular label for this, but it is not a precise medical term. What researchers can actually measure is heavy screen use that feels hard to control. It is also very common: the U.S. Surgeon General's advisory on social media notes that up to 95 percent of youth ages 13 to 17 use a social media platform, and more than a third say they use one almost constantly. This kind of use has three main causes: the way apps are designed, the way the teenage brain works, and social pressure. Together, they lead to lost sleep and a range of problems that follow from it.

The first cause is app design. A panel of scholars assembled by the American Psychological Association flagged several features as risky for young users, including infinite scrolling, push notifications, and visible like and follower counts. Each one has a clear result. Infinite scrolling removes the natural stopping point, so there is never a moment when the feed says "done." Notifications pull attention back to the screen just when a person has put it down. Like counts reward posting with instant feedback, which makes people want to check again.

The second cause is the teenage brain, which makes those features even more powerful. The same panel linked adolescent brain development to a heightened sensitivity to social feedback and weaker impulse control. Because of this, a notification or a pile of likes is harder for a 15-year-old to ignore than for an adult. The design does not affect everyone equally. It works best on the age group that is most easily pulled in.

The third cause is social pressure. The lead author of a major study on teens and sleep suggested that teenagers may lie awake because they are not ready to fall asleep, then struggle to put their phones down because they do not want to miss out. When friends are online, logging off can feel like leaving a conversation. This pressure keeps teens connected even when they are tired.

The most documented effect of all this use is lost sleep. A study published in BMJ Open analyzed data from 11,872 UK teens aged 13 to 15 and found that heavier social media use was generally linked to poorer sleep patterns. Very heavy users were 36 percent more likely to wake during the night and have trouble getting back to sleep. This study was observational, so it shows a connection rather than proof that one causes the other, but the pattern fits the three causes above. Endless feeds, constant alerts, and fear of missing out all push bedtime later.

Lost sleep then leads to further effects. Too little sleep in teenagers is linked to obesity, symptoms of depression, less exercise, and poor academic performance. The Surgeon General's advisory adds that social media can benefit some young people, but that there are ample indicators of a real risk of harm to mental health and well-being. In other words, the chain is not one single cause and one single effect. Design, brain development, and social pressure keep teens online; late-night use cuts into sleep, and poor sleep affects health and school.

Understanding these links makes it easier to break them. Health experts recommend staying off all screens for at least an hour before bed, and turning off notifications removes one of the biggest pulls back to the screen. Small changes at the right point in the chain can make a real difference.

High School Essay Example #8

Literary Analysis Essay "Theme of power in Macbeth."

The Price of the Crown

Shakespeare's Macbeth begins with a brave soldier and ends with a hated tyrant, and what changes him is power. Many readers see the play as the story of what one man will do to get a crown. A closer reading shows that Shakespeare is more interested in what the crown does to him. In Macbeth, power gained through violence brings fear, guilt, and emptiness instead of the security Macbeth expects, and the more of it he seizes, the less control he has over his own life.

Macbeth knows from the start that his reason for murder is weak. Before killing King Duncan, he admits he has "no spur / To prick the sides of my intent, but only / Vaulting ambition" (Act 1, Scene 7). The image of a rider who leaps too far and falls shows that ambition can make a person overreach. Macbeth has no real grievance against Duncan, only a desire for more. Lady Macbeth pushes him forward by attacking his pride: "When you durst do it, then you were a man" (Act 1, Scene 7). Her words tie power to manhood, which suggests that Macbeth wants the crown not only for what it gives him, but for what it would prove about him.

Once Macbeth is king, he expects to feel safe, and he does not. "To be thus is nothing," he says, "But to be safely thus" (Act 3, Scene 1). Being king means little to him without security. Because the witches predicted that Banquo's descendants will rule, Macbeth sees Banquo as a threat and has him murdered. Soon afterward, he describes his situation this way: "I am in blood / Stepped in so far that, should I wade no more, / Returning were as tedious as go o'er" (Act 3, Scene 4). The image of wading through a river of blood shows that he feels he has no choice but to continue. The power that was supposed to free him has trapped him.

Guilt follows power at every step. Right after Duncan's murder, Macbeth asks, "Will all great Neptune's ocean wash this blood / Clean from my hand?" (Act 2, Scene 2). He feels the weight of his act before he has enjoyed any reward. Lady Macbeth, at first, is calmer: "A little water clears us of this deed" (Act 2, Scene 2). By Act 5, however, she sleepwalks through the castle, rubbing her hands and crying, "Out, damned spot! Out, I say!" (Act 5, Scene 1). The contrast between these two moments matters because it shows that guilt grows over time. Even with the crown, neither of them can escape their own minds.

The final effect of power is emptiness. When Macbeth hears that Lady Macbeth is dead, he describes life as "a tale / Told by an idiot, full of sound and fury, / Signifying nothing" (Act 5, Scene 5). By this point, he has lost his wife, his friends, and any sense of purpose. The man who killed to gain everything now believes that nothing means anything. This speech is important because it reverses the opening of the play, where Macbeth is praised as a hero. His rise to power is really a fall.

Through Macbeth's story, Shakespeare argues that power taken by violence cannot deliver what it promises. Each new step meant to secure Macbeth's position instead makes him more afraid, more guilty, and more alone. The play suggests that the true cost of power is not the crime used to get it, but the person you become while holding it.

High School Essay Example #9

Personal Reflection Essay "How did a hard class change how you study?"

What the Highlighter Couldn't Do

Before sophomore year, I thought I knew how to study. My system was simple: reread the chapter, highlight the important parts, and copy my notes into neater handwriting. It had worked since middle school, and I earned good grades without ever questioning it. Then I took Honors Chemistry with Ms. Alvarez, and my system stopped working.

The first big test covered moles and stoichiometry. The night before, I spent two hours with a yellow highlighter, and by the end my textbook looked like it had been dipped in mustard. I felt ready, because every page looked familiar. Then I opened the test and found problems worded in ways I had never seen. I stared at the first question for five minutes. I got a 61.

At first, I blamed the class. Ms. Alvarez's tests were tricky, I told myself, and chemistry was just a subject I wasn't built for. That story was comfortable, but it fell apart quickly because the students sitting around me were scoring in the 90s. When I finally asked my lab partner, Dev, how he studied, his answer annoyed me because it was so simple. "I don't reread," he said. "I do practice problems until I can do them without looking."

I tried it, reluctantly. For the next unit, I closed the book and worked problems on a blank sheet of paper, and it was miserable. My first practice set took almost an hour and a half. I got stuck constantly, flipped back to the examples, felt foolish, and tried again. Rereading had been smooth and pleasant, while this felt like hitting a wall over and over. But the first time I solved a problem from start to finish without peeking, the feeling was completely different. It wasn't familiarity. I could actually do it.

That moment changed how I understood studying. Rereading had trained me to recognize information, but recognizing something is not the same as knowing it. Highlighting gave me the feeling of progress without any proof of it. The struggle I had been avoiding was the real work. Once I saw that, I changed other habits too. I wrote my own quiz questions, explained concepts out loud to my little brother (who pretended to listen), and redid old problems a few days later instead of the night before.

My next test score was an 84, and by the end of the semester I was earning 90s. But the grade is not the most important change. I also changed how I react to confusion. Before, being confused meant something was wrong with me or with the class. Now it tells me exactly where to look. I should be honest that the change was not clean or complete. When I'm tired, I still catch myself reaching for old habits, and I still highlight when I read for English.

What that class taught me was bigger than chemistry. It taught me that feeling prepared and being prepared are different things, and that the discomfort of not knowing is often the sign that learning is happening. I still own the yellow highlighter. I just use it a lot less, and I never trust it by itself.

High School Essay Example #10

Research Essay "Impact of climate change on coastal cities."

The Sea Is Coming Inland

Robert Kopp, a Rutgers University climate scientist, describes the change on the Jersey Shore in one sentence. Flooding events that used to happen every year or two in the 1950s now happen several days a year on average [3]. That is not a freak event. It is an early sign of rising seas, and the trend is expected to continue along much of the U.S. coastline. Climate change is raising sea levels, and the clearest result for coastal cities is more frequent flooding, with the worst effects in places where the land is also sinking. How much worse it gets depends on choices made now.

The scale of the rise is the first thing to understand. A 2022 report led by the National Oceanic and Atmospheric Administration (NOAA) projects that the U.S. coastline will rise by 10 to 12 inches on average between 2020 and 2050, about as much as it rose over the past 100 years [1][5]. Greenhouse gas emissions drive this change by trapping heat, which melts ice sheets and adds water to the oceans [2]. The rise is not even everywhere, because local sea level depends on changes in both land and ocean height [5].

The first effect is more flooding. According to NOAA, higher sea levels cause tide and storm surge heights to increase and reach farther inland [5]. Even ordinary high tides and seasonal winds begin to flood coastal communities, which affects homes and businesses, overloads stormwater and wastewater systems, and pushes salt water into groundwater [3]. The numbers are already visible. High-tide flooding in New York has more than doubled since 2000 and now occurs 10 to 15 times a year [2].

The second effect is that some places are hit much harder than others. The western Gulf Coast, which includes parts of Louisiana and Texas, is projected to see the largest relative rise, about 0.45 meters (roughly a foot and a half), because the land there is sinking, a process called subsidence [1]. Among the ten areas projected to see the highest rise from 2005 to 2060, Galveston, Texas, ranks first at 0.77 meters, or about 2.5 feet, while Seattle ranks tenth at 0.29 meters [1]. The same ocean is rising everywhere, but what each city experiences depends on its land.

High School Essay Example #10

Research Essay "Impact of climate change on coastal cities."

The Sea Is Coming Inland

The size of the future rise depends on emissions. NOAA says about 2 feet of rise along the U.S. coast is increasingly likely by 2100 because of emissions already released [5]. Beyond that, the range is wide. The report's five scenarios for global sea level in 2100 run from about 1 foot at the low end to 6.6 feet at the high end [4]. Kopp has said that future changes depend on how the world responds to climate change now [3].

Cities are not waiting. Since 2018, officials in Virginia's Hampton Roads region have been developing a modeling system to help them combat tidal flooding and coastal storms [1]. Tools such as NOAA's Sea Level Rise Viewer also let anyone see which parts of the coastline are projected to be affected [6].

Rising seas are no longer a distant forecast for coastal cities. Flooding that was once rare is becoming routine; the biggest effects fall where land is sinking, and the future depends on emissions. The research gives cities something valuable: time and information. What they do with it will decide how often the tide comes inland.

Works Cited

1. Route Fifty. "The coastal cities expecting the greatest sea-level rise." https://www.route-fifty.com/management/2022/02/coastal-cities-expecting-greatest-sea-level-rise/362094

2. Phys.org. "US sea levels to rise at a faster pace than in past 100 years." https://phys.org/news/2022-02-sea-faster-pace-years.amp

3. Audacy. "Massive flooding expected as US ocean levels rise by a foot." https://www.audacy.com/national/news/massive-flooding-expected-as-us-ocean-levels-rise-by-a-foot

4. NASA Sea Level Change Team. "What are the scenarios from the Sea Level Rise Interagency Task Force?" https://sealevel.nasa.gov/faq/16/what-are-the-scenarios-from-the-sea-level-rise-interagency-task-force-and-how-do-they-compare-to-the

5. NOAA, 2022 Sea Level Rise Technical Report summary, as excerpted by BeSpacific. "NOAA - 2022 Sea Level Rise Technical Report." https://www.bespacific.com/?p=89206

6. Newsweek. "Map shows cities that could go underwater." https://newsweek.com/map-shows-cities-that-could-go-underwater-sea-level-rise-1996760