

**Main Criteria:** Alabama Courses of Study  
**Secondary Criteria:** Alliance to Save Energy  
**Subjects:** Language Arts, Mathematics, Science, Social Studies  
**Grades:** K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12  
**Correlation Options:** Show Correlated

**Alabama Courses of Study**  
**Language Arts**  
Grade: 3 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR K-3**

OBJECTIVE / CATEGORY	R3.	Expand background knowledge and build vocabulary through discussion, reading, and writing.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
OBJECTIVE / CATEGORY	R5.	Utilize the writing process to plan, draft, revise, edit, and publish writings in various genres.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
STANDARD	1	<b>Contribute meaningful ideas to discussions with groups and peers utilizing agreed upon rules.</b>

RELATED CONTENT / EXPECTATION	1.a.	Elaborate on responses in conversations and discussions.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		<b>Oral Language</b>
STANDARD	2	<b>Present information orally using complex sentence structures, appropriate volume, and clear pronunciation.</b>

RELATED CONTENT / EXPECTATION	2.a.	Use oral language for different purposes: to inform, to entertain, to persuade, to clarify, and to respond.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
STANDARD	3	Apply oral literacy skills by participating in a variety of oral language activities.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Family Presentation Staff Presentation

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Oral Language</b>
<b>STANDARD</b>		<b>SPEAKING</b>
RELATED CONTENT / EXPECTATION	5	Express ideas, opinions, and feelings orally in a logical sequence clearly, accurately, and precisely, using appropriate volume, clear pronunciation, and standard English grammar.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
STANDARD	10	Read and reread grade-appropriate text accurately, automatically, and with meaningful expression at a rate which supports comprehension.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Family Presentation Staff Presentation

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
<b>STANDARD</b>		<b>READING</b>
RELATED CONTENT / EXPECTATION	16	Use knowledge of grade-level academic and domain-specific vocabulary to gain meaning from text.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
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STANDARD	18	Demonstrate content knowledge built during independent reading of informational and literary texts by participating in content-specific discussions with peers and/or through writing.
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD	19	Determine the explicit or implied main idea and supporting details of a text.

RELATED CONTENT / EXPECTATION	19.a.	Explain how supporting details contribute to the main idea, using textual evidence.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING

RELATED CONTENT / EXPECTATION	21	Identify and interpret various cohesive devices that link words and sentences to one another within the text.
		<p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		READING
RELATED CONTENT / EXPECTATION	25	Identify statements in informational texts as facts or opinions.

GRADE EXPECTATION	25.a.	Use prior knowledge and/or details from the text to distinguish fact from opinion.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

GRADE 25.b. Use information gathered from research to evaluate opinions.  
EXPECTATION

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3-5 My Future Green Career

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>READING</b>

RELATED 27 Read prose, poetry, and dramas, identifying the literary devices used by the author to convey meaning.  
CONTENT /  
EXPECTATION

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Assembly Announcement  
Family Presentation  
Staff Presentation

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>LISTENING</b>

RELATED 29 Determine the main idea of a text read aloud or information presented in an audible format.  
CONTENT /  
EXPECTATION

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Assembly Announcement  
Family Presentation  
Staff Presentation

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED 33 Write personal or fictional narratives with a logical plot (sequence of events), characters, transitions, and a  
CONTENT / sense of closure.  
EXPECTATION

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RELATED CONTENT / EXPECTATION 34 Write informative or explanatory texts about a topic using sources, including an introduction, facts, relevant details with elaboration, and a conclusion.

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**STRAND / DOMAIN LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>

RELATED CONTENT / EXPECTATION 38 Compose and develop a well-organized paragraph with a topic sentence, details to support, and a concluding sentence.

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**STRAND / DOMAIN LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>41</b>	<b>Use words and phrases in writing for effect and elaboration.</b>

GRADE EXPECTATION 41.a. Use transition words and phrases for sentence variety.

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**STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 4-5**

OBJECTIVE / CATEGORY	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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OBJECTIVE / CATEGORY	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	6	Read grade-level text orally with appropriate pauses, phrasing, stress, intonation, rate, and integration to support comprehension.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Family Presentation Staff Presentation
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RELATED CONTENT / EXPECTATION	7	Read words with irregular and regular spelling patterns accurately and automatically.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Family Presentation Staff Presentation
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Fluency
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	8	Write routinely and independently in response to text.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Vocabulary
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STANDARD 9 Accurately interpret general academic and domain-specific words and phrases.

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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

**OBJECTIVE /  
CATEGORY**

**Vocabulary**

**STANDARD**

**EXPRESSION – WRITING**

RELATED CONTENT / EXPECTATION 11 Use commonly misused words correctly in writing.

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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

**OBJECTIVE /  
CATEGORY**

**Comprehension**

STANDARD 14 Demonstrate comprehension of literary and informational text by utilizing its content when discussing or writing in response to the text.

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Staff Presentation

**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

**OBJECTIVE /  
CATEGORY**

**Comprehension**

**STANDARD**

**RECEPTION – READING**

**RELATED  
CONTENT /  
EXPECTATION**

20 Use details and examples from a text to indicate what the text explicitly states.

GRADE EXPECTATION 20.a. Interpret facts from an informational article, using details and examples from the text to explain the interpretation.

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**STRAND /  
DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	21	<b>Explain how relevant details support the implied or explicit main idea of a text.</b>

GRADE EXPECTATION 21.a. Determine the central idea or theme of a text.

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GRADE EXPECTATION 21.b. Explain the difference between implied and explicit details.

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GRADE EXPECTATION 21.c. Summarize the key supporting details by citing evidence from a text.

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**STRAND / DOMAIN LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	22	<b>Analyze events, procedures, ideas, or concepts in informational texts, including what happened and why, based on specific information in the text.</b>

GRADE EXPECTATION 22.a. Cite evidence to explain the author's perspective toward a topic in an informational text.

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**STRAND / DOMAIN LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>



RELATED CONTENT / EXPECTATION	28	Write clear and coherent responses to texts, using explicit or implicit evidence that supports a particular point.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	29	Add audio recordings to presentations, when appropriate, to enhance the development of main ideas or themes.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
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STANDARD	32	Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, both independently and with support, demonstrating grade-level proficiency.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>

RELATED CONTENT / EXPECTATION	33	<b>Use research to produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience.</b>
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GRADE EXPECTATION	33.a.	Introduce a research topic clearly and group related ideas.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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GRADE EXPECTATION	33.c.	Paraphrase portions of texts or information presented in diverse media and formats.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Staff Presentation
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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION 35 Write personal or fictional narratives using a logical plot, transitional words and phrases, sensory details, and dialogue, and providing a sense of closure.

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RELATED CONTENT / EXPECTATION 36 Write informative or explanatory text about a topic using sources, incorporating academic vocabulary, and including an introduction, facts, details with elaboration, and a conclusion.

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**Alabama Courses of Study**  
**Language Arts**  
Grade: 5 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR GRADES 4-5**

OBJECTIVE / CATEGORY R2. Use context clues to determine meanings of unfamiliar spoken or written words.

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OBJECTIVE / CATEGORY R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

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Assembly Announcement  
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Staff Presentation

**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>

RELATED CONTENT / EXPECTATION	6	Read grade-level text orally with accuracy, automaticity, appropriate prosody or expression, purpose, and understanding, self-correcting and rereading as necessary.  <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Family Presentation Staff Presentation
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	7	Write routinely and independently for varied amounts of time.  <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	8	Orally present information and original ideas clearly.  <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Fluency</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	9	<b>Express ideas clearly and effectively to diverse partners or groups.</b>
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GRADE EXPECTATION	9.c.	Report orally on a topic or text, sequencing ideas logically and supporting main ideas with appropriate facts and relevant details.  <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Vocabulary</b>
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STANDARD	11	Acquire and use grade-level vocabulary, clarifying the meaning of unknown and multiple-meaning words and phrases in text, choosing flexibly from a range of strategies.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
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STANDARD	16	Demonstrate comprehension of varied literary and informational texts by utilizing its content when discussing or writing in response to the text.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

STANDARD	17	Demonstrate comprehension of text by asking and responding to questions about literary elements used in the text.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>

RELATED CONTENT / EXPECTATION	18	Explain the relationships among events, people, or concepts in informational texts, supported by textual evidence.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

RELATED CONTENT / EXPECTATION	22	Determine the implied and/or explicit main idea in literary and informational texts.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Comprehension</b>
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STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	26	Analyze how two or more texts address similar topics in diverse media and formats, including graphics, live and/or recorded performances, and written works.

GRADE EXPECTATION 26.d. Explain how an author uses reasons and evidence to support particular points in a text.

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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION 27 Review the key ideas expressed in a text and draw conclusions, using facts to support them.

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**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION 29 Summarize in writing a variety of texts, stating their implied and/or explicit main ideas.

GRADE EXPECTATION 29.a. Use textual evidence to support summarization.

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[Staff Presentation](#)

GRADE EXPECTATION 29.b. Cite appropriately when summarizing.

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[Staff Presentation](#)

**STRAND / DOMAIN**

**LITERACY FOUNDATIONS**

OBJECTIVE / CATEGORY		Comprehension
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	31	<p>Include multimedia components and visual displays in presentations to enhance the development of main ideas or themes when appropriate.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">Family Presentation</a></p>
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
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STANDARD	32	<p>Respond in writing to literature and informational text, including stories, dramas, poetry, and cross-curricular texts, independently and with grade-level proficiency.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	35	<p>Write informative or explanatory texts using multiple sources to examine a topic, conveying ideas and information clearly and incorporating a strong organizational structure, relevant details, and elaboration.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">3-5 My Future Green Career</a>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
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**STRAND / DOMAIN**                      **LITERACY FOUNDATIONS**

<b>OBJECTIVE / CATEGORY</b>		<b>Writing</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	38	<p><b>Gather information on a topic or question, and share the results through various modes of writing, including projects and presentations.</b></p>
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GRADE EXPECTATION	38.a.	<p>Locate information in print and digital sources.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 My Future Green Career</a></p>
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GRADE EXPECTATION	38.b.	Summarize, quote, and paraphrase information in notes and finished work, providing a list of sources.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Staff Presentation
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GRADE EXPECTATION	38.c.	Integrate information from several texts on the same topic into presentations of research.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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**Alabama Courses of Study**  
**Language Arts**  
Grade: 6 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR GRADES 6-8**

<b>OBJECTIVE / CATEGORY</b>		<b>Reception</b>
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STANDARD	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR GRADES 6-8**

<b>OBJECTIVE / CATEGORY</b>		<b>Expression</b>
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STANDARD	R4.	Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**                      **CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
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<b>STANDARD</b>		<b>RECEPTION – READING</b>
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RELATED CONTENT / EXPECTATION	1	Identify and explain an author's rhetorical choices, including point of view, purpose, anecdotes, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND /  
DOMAIN**

**CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	7	<b>Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.</b>

GRADE 7.b. Write informative or explanatory texts with an organized structure and a formal style, incorporating a focused point of view, a clear purpose, credible evidence, and technical word meanings.

**Alliance to Save Energy**

- 3-8 Custodial Presentation & Pledge
- 6-12 Final Presentation & Peer Performance
- 6-8 Explore Renewables Energy Poster Project
- 6-8 My Future Green Career
- Assembly Announcement
- Carbon Footprint Journal
- Staff Presentation

**STRAND /  
DOMAIN**

**CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED 8 Participate in collaborative discussions using information from a source.  
CONTENT /  
EXPECTATION

**Alliance to Save Energy**

- 3-8 Custodial Presentation & Pledge
- 6-12 Final Presentation & Peer Performance
- 6-8 Explore Renewables Energy Poster Project
- Assembly Announcement
- Poster Campaign
- Staff Presentation

**STRAND /  
DOMAIN**

**DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>

RELATED 10 Determine subject, occasion, audience, purpose, tone, and credibility of digital sources.  
CONTENT /  
EXPECTATION

**Alliance to Save Energy**

- 3-8 Custodial Presentation & Pledge
- Assembly Announcement
- Family Presentation
- Staff Presentation



RELATED CONTENT / EXPECTATION 11 Utilize written, visual, digital, and interactive texts to generate and answer literal, interpretive, and applied questions.

**Alliance to Save Energy**  
 3-8 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

**STRAND / DOMAIN** DIGITAL LITERACY

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
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<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>
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RELATED CONTENT / EXPECTATION 13 Create and edit digital products that are appropriate in subject and purpose for a particular audience or occasion.

**Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 6-8 Explore Renewables Energy Poster Project  
 Assembly Announcement  
 Carbon Footprint Journal  
 Staff Presentation

**STRAND / DOMAIN** DIGITAL LITERACY

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
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<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>
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RELATED CONTENT / EXPECTATION 14 Enhance oral presentations by introducing ideas in digital formats with specific attention to subject, occasion, audience, and purpose.

**Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 6-8 Explore Renewables Energy Poster Project  
 Assembly Announcement  
 Carbon Footprint Journal  
 Staff Presentation

**STRAND / DOMAIN** LANGUAGE LITERACY

<b>OBJECTIVE / CATEGORY</b>		<b>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b>
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<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>
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<b>RELATED CONTENT / EXPECTATION</b>	19	<b>Demonstrate command of standard English grammar, usage, and mechanics when writing.</b>
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GRADE EXPECTATION	19.b.	Revise writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**                      **RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>

RELATED CONTENT / EXPECTATION	21	Summarize ethical guidelines and explain how they govern the process of finding and recording information from primary, secondary, and digital sources, with guidance and support.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Staff Presentation
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**STRAND / DOMAIN**                      **RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	24	Write about research findings independently over short and/or extended periods of time.  <b><u>Alliance to Save Energy</u></b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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RELATED CONTENT / EXPECTATION	25	Quote, paraphrase, and summarize information from sources and present findings, following an appropriate citation style, with guidance and support.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Staff Presentation
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**Alabama Courses of Study**  
**Language Arts**  
Grade: 7 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR GRADES 6-8**

<b>OBJECTIVE / CATEGORY</b>		<b>Reception</b>
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STANDARD	R2.	Use context clues to determine meanings of unfamiliar spoken or written words.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND /  
DOMAIN**

**RECURRING STANDARDS FOR GRADES 6-8**

<b>OBJECTIVE / CATEGORY</b>		<b>Expression</b>
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STANDARD R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

- Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 6-8 Explore Renewables Energy Poster Project  
 Assembly Announcement  
 Carbon Footprint Journal  
 Staff Presentation

**STRAND /  
DOMAIN**

**CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
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<b>STANDARD</b>		<b>RECEPTION – READING</b>
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RELATED CONTENT / EXPECTATION 1 Evaluate the contributions of informational text elements, including categories, point of view, purpose, and figurative, connotative, and technical word meanings, to develop central and supporting ideas.

- Alliance to Save Energy**  
 3-8 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

**STRAND /  
DOMAIN**

**CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
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<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>
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RELATED CONTENT / EXPECTATION 7 **Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.**

GRADE EXPECTATION 7.a. Write narratives to convey a series of events incorporating key literary elements, establishing a clear purpose, using narrative techniques (dialogue, pacing, description, and reflection), and sequencing events coherently (chronological and/or flashback).

- Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 6-8 Explore Renewables Energy Poster Project  
 6-8 My Future Green Career  
 Assembly Announcement  
 Carbon Footprint Journal  
 Staff Presentation

GRADE EXPECTATION	7.b.	Write informative or explanatory texts with an organized structure and a formal style to examine ideas or processes effectively while developing the topic and utilizing appropriate transitions, precise vocabulary, and credible information or data when relevant.
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- Alliance to Save Energy**  
 3-8 Custodial Presentation & Pledge  
 6-12 Final Presentation & Peer Performance  
 6-8 Explore Renewables Energy Poster Project  
 6-8 My Future Green Career  
 Assembly Announcement  
 Carbon Footprint Journal  
 Staff Presentation

**STRAND / DOMAIN**                      **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	8	Participate in collaborative discussions about arguments by evaluating claims, findings, and evidence from a source.
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- Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 Assembly Announcement  
 Staff Presentation

**STRAND / DOMAIN**                      **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	10	Assess subject, occasion, audience, purpose, tone, and credibility of various digital sources.
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- Alliance to Save Energy**  
 3-8 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

RELATED CONTENT / EXPECTATION	11	Compare and contrast the effectiveness of techniques used in a variety of digital sources to generate and answer literal, interpretive, and applied questions and create new understandings.
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- Alliance to Save Energy**  
 3-8 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

**STRAND / DOMAIN**                      **DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital products that are appropriate in subject, occasion, audience, purpose, and tone.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**

**DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	16	Convey ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**

**LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	18	Identify the conventions of standard English capitalization, punctuation, and spelling in a variety of texts.
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GRADE EXPECTATION	18.a.	Correct improper usage of commas, apostrophes, quotation marks, colons, and semicolons through peer editing.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**

**LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	21	Create written work using standard English grammar, usage, and mechanics.

GRADE EXPECTATION	21.a.	Revise their own writing using correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE EXPECTATION	21.c.	Embed phrases and clauses within a sentence, recognizing and correcting misplaced or dangling modifiers.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**                      **RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	26	Produce research writings over extended periods with time for research, reflection, and revision and within shorter time frames, with minimal guidance.  <b><u>Alliance to Save Energy</u></b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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RELATED CONTENT / EXPECTATION	27	Quote, paraphrase, summarize, and present findings, following an appropriate citation style and avoiding plagiarism.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Staff Presentation
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**STRAND / DOMAIN**                      **RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

<b>RELATED CONTENT / EXPECTATION</b>	<b>28</b>	<b>Incorporate research into oral presentations, summarizing and supporting opinions and ideas with relevant details.</b>
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GRADE EXPECTATION	28.a.	Collect information through the research process to answer follow-up questions and participate in discussions about their research findings.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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**STRAND /  
DOMAIN**

**VOCABULARY LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>

RELATED CONTENT / EXPECTATION 29 Determine word meaning through the use of word parts, context clues, connotation and denotation, or print or digital reference tools.

**Alliance to Save Energy**  
 3-8 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

RELATED CONTENT / EXPECTATION 30 Read and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

**Alliance to Save Energy**  
 3-8 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

**STRAND /  
DOMAIN**

**VOCABULARY LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION 32 Apply vocabulary in writing to convey and enhance meaning.

**Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 6-8 Explore Renewables Energy Poster Project  
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**Alabama Courses of Study**  
**Language Arts**  
 Grade: 8 - Adopted: 2021/Effective 2022

**STRAND /  
DOMAIN**

**RECURRING STANDARDS FOR GRADES 6-8**

<b>OBJECTIVE / CATEGORY</b>		<b>Reception</b>
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STANDARD R2. Use context clues to determine meanings of unfamiliar spoken or written words.

**Alliance to Save Energy**  
 3-8 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

**STRAND /  
DOMAIN**

**RECURRING STANDARDS FOR GRADES 6-8**

OBJECTIVE / CATEGORY		Expression
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STANDARD R4. Utilize a writing process to plan, draft, revise, edit, and publish writings in various genres.

**Alliance to Save Energy**

- 6-12 Final Presentation & Peer Performance
- 6-8 Explore Renewables Energy Poster Project
- Assembly Announcement
- Carbon Footprint Journal
- Staff Presentation

**STRAND / DOMAIN**

**CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION 1 Analyze how informational and graphic text elements, including allusions, point of view, purpose, comparisons, categories, and figurative, connotative, and technical word meanings, develop central and supporting ideas.

**Alliance to Save Energy**

- 3-8 Custodial Presentation & Pledge
- Assembly Announcement
- Family Presentation
- Staff Presentation

**STRAND / DOMAIN**

**CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		EXPRESSION – WRITING
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RELATED CONTENT / EXPECTATION 8 Produce clear, coherent narrative, argument, and informative/explanatory writing in which the development, organization, style, and tone are relevant to task, purpose, and audience, using an appropriate command of language.

GRADE EXPECTATION 8.a. Write narratives that establish a clear purpose, use narrative techniques, and sequence events coherently.

**Alliance to Save Energy**

- 6-12 Final Presentation & Peer Performance
- 6-8 Explore Renewables Energy Poster Project
- Assembly Announcement
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- Staff Presentation

GRADE EXPECTATION 8.b. Write informative or explanatory texts to examine and convey complex ideas or processes effectively, by developing the topic with relevant information or data from credible sources and using appropriate transitions and precise vocabulary.

**Alliance to Save Energy**

- 3-8 Custodial Presentation & Pledge
- 6-12 Final Presentation & Peer Performance
- 6-8 Explore Renewables Energy Poster Project
- 6-8 My Future Green Career
- Assembly Announcement
- Carbon Footprint Journal
- Staff Presentation

**STRAND / DOMAIN**

**CRITICAL LITERACY**



<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>
RELATED CONTENT / EXPECTATION	9	Participate in collaborative discussions about arguments by evaluating claims, findings, reasoning, relevance, and evidence from multiple sources.  <b>Alliance to Save Energy</b> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
<b>STRAND / DOMAIN</b>		<b>DIGITAL LITERACY</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>
RELATED CONTENT / EXPECTATION	11	Analyze digital texts to determine subject, occasion, audience, purpose, tone, and credibility.  <b>Alliance to Save Energy</b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>STRAND / DOMAIN</b>		<b>DIGITAL LITERACY</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>
RELATED CONTENT / EXPECTATION	13	Create and edit digital products that are appropriate in subject, occasion, audience, point of view, purpose, and tone.  <b>Alliance to Save Energy</b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
<b>STRAND / DOMAIN</b>		<b>DIGITAL LITERACY</b>
<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	15	Deliver ideas in an appropriate digital format with specific attention to subject, occasion, audience, purpose, and tone.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**

**LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		RECEPTION – READING
RELATED CONTENT / EXPECTATION	17	Examine the use of conventions of standard English capitalization, punctuation, and spelling in a variety of texts.

GRADE EXPECTATION	17.a.	Correct improper usage of commas, apostrophes, quotation marks, colons, semicolons, hyphens, and dashes through peer editing.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**

**LANGUAGE LITERACY**

OBJECTIVE / CATEGORY		Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	20	Produce writing that shows a command of standard English grammar, usage, and mechanics.

GRADE EXPECTATION	20.c.	Revise their own writing for correct mechanics with a focus on commas, apostrophes, quotation marks, colons, and semicolons.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**

**RESEARCH LITERACY**

OBJECTIVE / CATEGORY		Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.
STANDARD		RECEPTION – LISTENING

RELATED CONTENT / EXPECTATION	24	Assess the relevance and credibility of orally-presented information to answer a question, solve a problem, or defend a position.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	25	Produce research writings independently over extended periods of time which encompass research, reflection, and revision and over shorter time frames.  <b><u>Alliance to Save Energy</u></b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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RELATED CONTENT / EXPECTATION	26	Quote, paraphrase, summarize, and present findings, following a recognized citation style and avoiding plagiarism to demonstrate responsible and ethical research practices.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Staff Presentation
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**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	27	Synthesize and present information during the research process to answer follow-up questions and participate in both informal and formal discussions about research findings with grade-appropriate command of language.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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**STRAND / DOMAIN**

**VOCABULARY LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>

RELATED CONTENT / EXPECTATION	28	Analyze word meanings through the use of word parts, context clues, connotation and denotation, and print or digital reference tools.  <b>Alliance to Save Energy</b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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RELATED CONTENT / EXPECTATION	29	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.  <b>Alliance to Save Energy</b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND / DOMAIN**                      **VOCABULARY LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Increase academic, domain-specific, and grade-level-appropriate vocabularies through reading, word study, and class discussion.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	31	Integrate effective vocabulary into writing to create specific effects and communicate purposefully.  <b>Alliance to Save Energy</b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**Alabama Courses of Study**  
**Language Arts**  
Grade: 9 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR GRADES 9-12**

<b>OBJECTIVE / CATEGORY</b>		<b>Reception</b>
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.  <b>Alliance to Save Energy</b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR GRADES 9-12**

<b>OBJECTIVE / CATEGORY</b>		<b>Expression</b>
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STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND / DOMAIN**

**CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	5	Analyze the impact of context and organizational structures on theme, tone, and the meaning of the work as a whole.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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RELATED CONTENT / EXPECTATION	7	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND / DOMAIN**

**CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	9	Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.

GRADE EXPECTATION	9.b.	Write explanations and expositions that incorporate evidence, using transitions and techniques that objectively introduce and develop topics.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**

**CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – SPEAKING

RELATED CONTENT / EXPECTATION	10	Present research findings to a peer audience, either formally or informally, conveying credible, accurate information from multiple sources, including diverse media.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**STRAND / DOMAIN**

**DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	12	Interpret digital texts to determine their subject, occasion, audience, purpose, tone, and credibility.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Family Presentation Staff Presentation
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**STRAND / DOMAIN**

**DIGITAL LITERACY**

OBJECTIVE / CATEGORY		Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.
STANDARD		EXPRESSION – WRITING

RELATED CONTENT / EXPECTATION	14	Create and edit digital texts that are suitable in purpose and tone for their intended audience and occasion.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**

**DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	15	Create and deliver a collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>RECEPTION – LISTENING</b>

RELATED CONTENT / EXPECTATION	23	Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two sources into writing by quoting, paraphrasing, or summarizing and cite sources, following the rules of a particular style guide.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	27	Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a particular target audience and purpose.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**Alabama Courses of Study**  
**Language Arts**  
Grade: 10 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**

**RECURRING STANDARDS FOR GRADES 9-12**

<b>OBJECTIVE / CATEGORY</b>		<b>Reception</b>
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STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

- Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 9-12 Custodial Presentation & Pledge  
 9-12 Explore Renewables Energy Poster Project  
 Assembly Announcement  
 Capstone Project  
 Poster Campaign  
 Staff Presentation

**STRAND / DOMAIN RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY	Expression
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STANDARD R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

- Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 9-12 Explore Renewables Energy Poster Project  
 Assembly Announcement  
 Capstone Project  
 Carbon Footprint Journal  
 Staff Presentation

STANDARD R7. Use context clues to determine meanings of unfamiliar spoken or written words.

- Alliance to Save Energy**  
 9-12 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

**STRAND / DOMAIN CRITICAL LITERACY**

OBJECTIVE / CATEGORY	Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD	RECEPTION – READING

RELATED CONTENT / EXPECTATION 5 Analyze context and organizational structures to determine theme, tone, and the meaning of the work as a whole.

- Alliance to Save Energy**  
 9-12 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

RELATED CONTENT / EXPECTATION 7 Read, analyze, and evaluate texts from science, social studies, and other academic disciplines to determine how those disciplines treat domain-specific vocabulary and content organization.

- Alliance to Save Energy**  
 9-12 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

**STRAND /  
DOMAIN**

**CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>9</b>	<b>Compose both short and extended narrative, informative/explanatory, and argumentative writings that are clear and coherent, use an appropriate command of language, and demonstrate development, organization, style, and tone that are relevant to task, purpose, and audience.</b>
<b>GRADE EXPECTATION</b>	9.b.	Write explanations and expositions that incorporate relevant evidence, using effective transitions that objectively introduce and develop topics.  <u><b>Alliance to Save Energy</b></u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

**STRAND /  
DOMAIN**

**CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>10</b>	<b>Present research findings to peers, either formally or informally, integrating credible, accurate information from multiple sources, including diverse media.</b>  <u><b>Alliance to Save Energy</b></u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation

**STRAND /  
DOMAIN**

**DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>12</b>	<b>Interpret digital texts to determine subject, occasion, audience, purpose, tone, and credibility.</b>  <u><b>Alliance to Save Energy</b></u> 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Family Presentation Staff Presentation

**STRAND /  
DOMAIN**

**DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	14	Create and edit collaborative digital texts that are suitable in purpose and tone for their intended audience and occasion.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**                      **DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	15	Create and deliver an individual or collaborative presentation that is suitable in purpose and tone for its intended audience and occasion.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**STRAND / DOMAIN**                      **RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>RECEPTION – LISTENING</b>

RELATED CONTENT / EXPECTATION	23	Use audio sources to obtain useful and credible information to answer a question, solve a problem, or defend a position.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**STRAND / DOMAIN**                      **RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	24	Utilize responsible and ethical research practices to write clear, coherent products with a command of language suitable for a particular target audience and purpose.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
RELATED CONTENT / EXPECTATION	25	Integrate information from at least two kinds of sources into writing, using quotations, paraphrases, and summaries that consistently follow a particular style guide.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
RELATED CONTENT / EXPECTATION	26	Compose clear, coherent writing that incorporates information from at least one scholarly and at least one non-scholarly source and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	27	Utilize responsible and ethical research practices to present clear, coherent products with a command of language suitable for a target audience and purpose.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**Alabama Courses of Study**  
**Language Arts**  
Grade: 11 - Adopted: 2021/Effective 2022

**STRAND / DOMAIN**

**RECURRING STANDARDS FOR GRADES 9-12**

<b>OBJECTIVE / CATEGORY</b>		<b>Reception</b>
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STANDARD	R3.	Utilize active listening skills in formal and informal conversations, following predetermined norms.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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**STRAND / DOMAIN**

**RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
STANDARD	R5.	Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

STANDARD	R7.	Use context clues to determine meanings of unfamiliar spoken or written words.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND / DOMAIN**

**CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		RECEPTION – READING

RELATED CONTENT / EXPECTATION	2	Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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RELATED CONTENT / EXPECTATION	3	Analyze how an author explicitly exhibits his/her cultural perspective in developing style and meaning.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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RELATED CONTENT / EXPECTATION	9	Follow instructions in technical materials to complete a specific task.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Family Presentation Poster Campaign Staff Presentation
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**STRAND / DOMAIN**

**CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	11	<b>Compose and edit both short and extended products in which the development and organization are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</b>

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**

**CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
STANDARD		EXPRESSION – WRITING
RELATED CONTENT / EXPECTATION	12	Collaborate on writing tasks in diverse groups, making necessary compromises to accomplish a goal, sharing responsibility for collaborative work, and showing respect for the individual contributions of each group member.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career

**STRAND /  
DOMAIN**

**CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED  
CONTENT /  
EXPECTATION

13

Synthesize multiple sources of information (including diverse media), evaluate the credibility and accuracy of each source, and share information orally.

**Alliance to Save Energy**

9-12 Explore Renewables Energy Poster Project

9-12 My Future Green Career

Capstone Project

**STRAND /  
DOMAIN**

**DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>

RELATED  
CONTENT /  
EXPECTATION

15

Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.

**Alliance to Save Energy**

9-12 Custodial Presentation & Pledge

Assembly Announcement

Capstone Project

Family Presentation

Staff Presentation

**STRAND /  
DOMAIN**

**DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED  
CONTENT /  
EXPECTATION

17

Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.

**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance

9-12 Explore Renewables Energy Poster Project

Assembly Announcement

Carbon Footprint Journal

Family Presentation

Staff Presentation

**STRAND /  
DOMAIN**

**DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**STRAND / DOMAIN**

**LANGUAGE LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for an authentic audience for a specific purpose, demonstrating command of formal English when indicated or appropriate.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>RECEPTION – LISTENING</b>

RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>



RELATED CONTENT / EXPECTATION	27	<p>Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Assembly Announcement  Capstone Project  Carbon Footprint Journal  Staff Presentation</p>
RELATED CONTENT / EXPECTATION	28	<p>Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Assembly Announcement  Capstone Project  Staff Presentation</p>
RELATED CONTENT / EXPECTATION	29	<p>Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Assembly Announcement  Capstone Project  Carbon Footprint Journal  Staff Presentation</p>

**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	30	<p>Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  Assembly Announcement  Capstone Project  Staff Presentation</p>
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**STRAND / DOMAIN**

**RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Reception
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STANDARD R3. Utilize active listening skills in formal and informal conversations, following predetermined norms.

**Alliance to Save Energy**

- 6-12 Final Presentation & Peer Performance
- 9-12 Custodial Presentation & Pledge
- 9-12 Explore Renewables Energy Poster Project
- Assembly Announcement
- Capstone Project
- Poster Campaign
- Staff Presentation

**STRAND / DOMAIN**                      **RECURRING STANDARDS FOR GRADES 9-12**

OBJECTIVE / CATEGORY		Expression
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STANDARD R5. Utilize a writing process which includes planning, revising, editing/peer-editing, and rewriting to create a focused, organized, and coherent piece of writing for a specific purpose and audience.

**Alliance to Save Energy**

- 6-12 Final Presentation & Peer Performance
- 9-12 Explore Renewables Energy Poster Project
- Assembly Announcement
- Capstone Project
- Carbon Footprint Journal
- Staff Presentation

STANDARD R7. Use context clues to determine meanings of unfamiliar spoken or written words.

**Alliance to Save Energy**

- 9-12 Custodial Presentation & Pledge
- Assembly Announcement
- Family Presentation
- Staff Presentation

**STRAND / DOMAIN**                      **CRITICAL LITERACY**

OBJECTIVE / CATEGORY		Process and employ information for a variety of academic, occupational, and personal purposes.
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STANDARD		RECEPTION – READING
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RELATED CONTENT / EXPECTATION 2 Synthesize information from two or more graphic texts to draw conclusions, defend claims, and make decisions.

**Alliance to Save Energy**

- 9-12 Explore Renewables Energy Poster Project
- 9-12 My Future Green Career
- Capstone Project

RELATED CONTENT / EXPECTATION 3 Evaluate how an author explicitly exhibits his/her cultural perspective in developing style and meaning.

**Alliance to Save Energy**

- 9-12 Custodial Presentation & Pledge
- Assembly Announcement
- Family Presentation
- Staff Presentation

RELATED CONTENT / EXPECTATION	8	Read, analyze, and evaluate texts from science, social studies, and other academic disciplines and explain how those disciplines treat domain-specific vocabulary and content and organize information.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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RELATED CONTENT / EXPECTATION	9	Follow instructions in technical materials to complete a specific task.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Family Presentation Poster Campaign Staff Presentation
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**STRAND / DOMAIN**                      **CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>11</b>	<b>Compose, edit, and revise both short and extended products in which the development, organization, and style are relevant and suitable to task, purpose, and audience, using an appropriate command of language.</b>

GRADE EXPECTATION	11.b.	Write explanations and expositions that examine and convey complex ideas or processes effectively, develop the topic utilizing and citing credible sources of information or data when relevant, use intentional transitions, choose precise vocabulary, and maintain an organized structure and style.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**                      **CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>
RELATED CONTENT / EXPECTATION	12	Within diverse and collaborative writing groups, effectively and respectfully demonstrate a willingness to make necessary compromises to accomplish a goal, share responsibility for collaborative work, and consider contributions made by each group member.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career

**STRAND /  
DOMAIN**

**CRITICAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Process and employ information for a variety of academic, occupational, and personal purposes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>
RELATED CONTENT / EXPECTATION	13	Evaluate the credibility and accuracy of sources from diverse media and/or formats and then use multiple suitable sources of information to develop an idea or further a position.  <b><u>Alliance to Save Energy</u></b> Capstone Project
RELATED CONTENT / EXPECTATION	14	Actively engage in collaborative discussions about topics and texts, expressing their own ideas by respectfully contributing to, building upon, and questioning the ideas of others in pairs, diverse groups, and whole class settings.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation

**STRAND /  
DOMAIN**

**DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>RECEPTION – READING</b>
RELATED CONTENT / EXPECTATION	15	Analyze digital texts and evaluate their effectiveness in terms of subject, occasion, audience, purpose, tone, and credibility.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Family Presentation Staff Presentation

**STRAND /  
DOMAIN**

**DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	17	Use images, sound, animation, and other modes of expression to create or enhance individual or collaborative digital and multimodal texts that are suitable in purpose and tone for their intended audience and occasion.
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- Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 9-12 Explore Renewables Energy Poster Project  
 Assembly Announcement  
 Carbon Footprint Journal  
 Family Presentation  
 Staff Presentation

**STRAND / DOMAIN**                      **DIGITAL LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Use technology, including the Internet, to research, analyze, produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information, people, and resources and to display information flexibly and dynamically.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	18	Create and deliver an oral presentation, created collaboratively from individual contributions, that is suitable in purpose and tone for its intended audience and occasion.
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- Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 9-12 Custodial Presentation & Pledge  
 Assembly Announcement  
 Capstone Project  
 Staff Presentation

**STRAND / DOMAIN**                      **LANGUAGE LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Recognize and demonstrate command of the conventions of standard English grammar, mechanics, and usage, including appropriate formality of language.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION	23	Deliver a speech suitable for a professional audience of college and/or workforce stakeholders for a specific purpose, demonstrating command of formal English.
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- Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 9-12 Custodial Presentation & Pledge  
 Assembly Announcement  
 Capstone Project  
 Staff Presentation

**STRAND / DOMAIN**                      **RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>RECEPTION – LISTENING</b>

RELATED CONTENT / EXPECTATION	26	Locate and acquire audible information to answer a question, solve a problem, or defend a position, utilizing active listening to assess its usefulness, relevance, and credibility.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – WRITING</b>

RELATED CONTENT / EXPECTATION	27	Synthesize research results, using responsible, ethical practices to gather information, and write clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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RELATED CONTENT / EXPECTATION	28	Integrate ethically-acquired information from at least three sources of varying types, including at least one visual or statistical source, into a research product, using proper quoting, paraphrasing, summarizing, and citation practices that consistently follow rules of a particular style guide.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
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RELATED CONTENT / EXPECTATION	29	Compose clear, coherent writing that incorporates information from a variety of scholarly and non-scholarly sources and demonstrates a clear position on a topic, answers a research question, or presents a solution to a problem.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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**STRAND / DOMAIN**

**RESEARCH LITERACY**

<b>OBJECTIVE / CATEGORY</b>		<b>Engage in inquiry through the research process to locate, acquire, refine, and present relevant and credible findings in multiple modes.</b>
<b>STANDARD</b>		<b>EXPRESSION – SPEAKING</b>

RELATED CONTENT / EXPECTATION 30 Synthesize research using responsible and ethical practices to create and orally present clear, coherent products demonstrating command of language that is suitable for the target audience and purpose.

- Alliance to Save Energy**  
[6-12 Final Presentation & Peer Performance](#)  
[9-12 Custodial Presentation & Pledge](#)  
[Assembly Announcement](#)  
[Capstone Project](#)  
[Staff Presentation](#)

**Alabama Courses of Study**  
**Mathematics**  
 Grade: 3 - Adopted: 2019/Impl. 2020

**STRAND / DOMAIN** **Grade 3 Content Standards**

<b>OBJECTIVE / CATEGORY</b>	<b>Operations and Algebraic Thinking</b>
<b>STANDARD</b>	<b>Represent and solve problems involving multiplication and division.</b>

RELATED CONTENT / EXPECTATION 3. Solve word situations using multiplication and division within 100 involving equal groups, arrays, and measurement quantities; represent the situation using models, drawings, and equations with a symbol for the unknown number.

- Alliance to Save Energy**  
[3-5 Energy Audit Video](#)  
[3-5 Shower Audit Calculations](#)  
[Appliance Audit](#)  
[Energy Patrol Contest](#)  
[HVAC Audit](#)  
[Home Energy Audit](#)  
[Lighting Audit](#)  
[School Audit](#)

**STRAND / DOMAIN** **Grade 3 Content Standards**

<b>OBJECTIVE / CATEGORY</b>	<b>Operations and Algebraic Thinking</b>
<b>STANDARD</b>	<b>Solve problems involving the four operations and identify and explain patterns in arithmetic.</b>

RELATED CONTENT / EXPECTATION 8. Determine and justify solutions for two-step word problems using the four operations and write an equation with a letter standing for the unknown quantity. Determine reasonableness of answers using number sense, context, mental computation, and estimation strategies including rounding.

- Alliance to Save Energy**  
[3-5 Energy Audit Video](#)  
[3-5 Shower Audit Calculations](#)  
[Appliance Audit](#)  
[Energy Patrol Contest](#)  
[HVAC Audit](#)  
[Home Energy Audit](#)  
[Lighting Audit](#)  
[School Audit](#)

**STRAND / DOMAIN** **Grade 3 Content Standards**

<b>OBJECTIVE / CATEGORY</b>	<b>Operations with Numbers: Base Ten</b>
<b>STANDARD</b>	<b>Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>

RELATED CONTENT / EXPECTATION	10.	Identify the nearest 10 or 100 when rounding whole numbers, using place value understanding.  <b><u>Alliance to Save Energy</u></b> 3-5 Energy Audit Video
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RELATED CONTENT / EXPECTATION	11.	Use various strategies to add and subtract fluently within 1000.  <b><u>Alliance to Save Energy</u></b> Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
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**STRAND / DOMAIN**                      **Grade 3 Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Operations with Numbers: Fractions</b>
<b>STANDARD</b>		<b>Develop understanding of fractions as numbers.</b>
<b>RELATED CONTENT / EXPECTATION</b>	15.	<b>Explain equivalence and compare fractions by reasoning about their size using visual fraction models and number lines.</b>

GRADE EXPECTATION	15.a.	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.  <b><u>Alliance to Save Energy</u></b> 3-5 Shower Audit Calculations
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**Alabama Courses of Study  
Mathematics  
Grade: 4 - Adopted: 2019/Impl. 2020**

**STRAND / DOMAIN**                      **Grade 4 Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Operations and Algebraic Thinking</b>
<b>STANDARD</b>		<b>Solve problems with whole numbers using the four operations.</b>

RELATED CONTENT / EXPECTATION	2.	Solve word problems involving multiplicative comparison using drawings and write equations to represent the problem, using a symbol for the unknown number.  <b><u>Alliance to Save Energy</u></b> 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
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**STRAND / DOMAIN**                      **Grade 4 Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Operations with Numbers: Base Ten</b>
<b>STANDARD</b>		<b>Generalize place value understanding for multi-digit whole numbers.</b>



RELATED CONTENT / EXPECTATION	8.	Use place value understanding to compare two multi-digit numbers using $>$ , $=$ , and $<$ symbols.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Shower Audit Calculations</a>
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RELATED CONTENT / EXPECTATION	9.	Round multi-digit whole numbers to any place using place value understanding.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Energy Audit Video</a>
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**STRAND / DOMAIN**                      **Grade 4 Content Standards**

OBJECTIVE / CATEGORY		<b>Operations with Numbers: Base Ten</b>
STANDARD		<b>Use place value understanding and properties of operations to perform multi-digit arithmetic with whole numbers.</b>

RELATED CONTENT / EXPECTATION	10.	Use place value strategies to fluently add and subtract multi-digit whole numbers and connect strategies to the standard algorithm.  <b><u>Alliance to Save Energy</u></b> <a href="#">Appliance Audit</a> <a href="#">Energy Patrol Contest</a> <a href="#">HVAC Audit</a> <a href="#">Home Energy Audit</a> <a href="#">Lighting Audit</a> <a href="#">School Audit</a>
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**STRAND / DOMAIN**                      **Grade 4 Content Standards**

OBJECTIVE / CATEGORY		<b>Operations with Numbers: Fractions</b>
STANDARD		<b>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b>

RELATED CONTENT / EXPECTATION	15.	<b>Model and justify decompositions of fractions and explain addition and subtraction of fractions as joining or separating parts referring to the same whole.</b>
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GRADE EXPECTATION	15.c.	Solve word problems involving addition and subtraction of fractions and mixed numbers having like denominators, using drawings, visual fraction models, and equations to represent the problem.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Shower Audit Calculations</a>
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**STRAND / DOMAIN**                      **Grade 4 Content Standards**

OBJECTIVE / CATEGORY		<b>Operations with Numbers: Fractions</b>
STANDARD		<b>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b>

RELATED CONTENT / EXPECTATION	16.	<b>Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.</b>
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GRADE EXPECTATION	16.a.	Model and explain how a non-unit fraction can be represented by a whole number times the unit fraction.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Shower Audit Calculations</a>
GRADE EXPECTATION	16.b.	Extend previous understanding of multiplication to multiply a whole number times any fraction less than one.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Shower Audit Calculations</a>
GRADE EXPECTATION	16.c.	Solve word problems involving multiplying a whole number times a fraction using visual fraction models and equations to represent the problem.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Shower Audit Calculations</a>

**STRAND / DOMAIN**

**Grade 4 Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Measurement</b>
<b>STANDARD</b>		<b>Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.</b>
<b>RELATED CONTENT / EXPECTATION</b>	22.	<b>Use the four operations to solve measurement word problems with distance, intervals of time, liquid volume, mass of objects, and money.</b>
GRADE EXPECTATION	22.c.	Represent measurement quantities using diagrams such as number line diagrams that feature a measurement scale.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Energy Audit Video</a> <a href="#">Energy Patrol Contest</a> <a href="#">HVAC Audit</a> <a href="#">Home Energy Audit</a> <a href="#">School Audit</a>

**Alabama Courses of Study  
Mathematics  
Grade: 5 - Adopted: 2019/Impl. 2020**

**STRAND / DOMAIN**

**Grade 5 Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Operations with Numbers: Base Ten</b>
<b>STANDARD</b>		<b>Perform operations with multi-digit whole numbers and decimals to hundredths.</b>
RELATED CONTENT / EXPECTATION	6.	Fluently multiply multi-digit whole numbers using the standard algorithm.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Energy Audit Video</a>

RELATED CONTENT / EXPECTATION	7.	Use strategies based on place value, properties of operations, and/or the relationship between multiplication and division to find whole-number quotients and remainders with up to four-digit dividends and two-digit divisors. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Energy Audit Video</a>  <a href="#">3-5 Shower Audit Calculations</a>  <a href="#">Appliance Audit</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>

**STRAND / DOMAIN**

**Grade 5 Content Standards**

OBJECTIVE / CATEGORY		Operations with Numbers: Fractions
STANDARD		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
RELATED CONTENT / EXPECTATION	11.	Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers.

GRADE EXPECTATION	11.a.	Model and interpret a fraction as division of the numerator by the denominator ( $a/b = a \div b$ )
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Shower Audit Calculations</a></p>

GRADE EXPECTATION	11.b.	Use visual fraction models, drawings, or equations to represent word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Shower Audit Calculations</a></p>

**STRAND / DOMAIN**

**Grade 5 Content Standards**

OBJECTIVE / CATEGORY		Operations with Numbers: Fractions
STANDARD		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
RELATED CONTENT / EXPECTATION	12.	Apply and extend previous understandings of multiplication to find the product of a fraction times a whole number or a fraction times a fraction.

GRADE EXPECTATION	12.a.	Use a visual fraction model (area model, set model, or linear model) to show $(a/b) \times q$ and create a story context for this equation to interpret the product as a parts of a partition of $q$ into $b$ equal parts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Shower Audit Calculations</a></p>

GRADE EXPECTATION	12.b.	Use a visual fraction model (area model, set model, or linear model) to show $(a/b) \times (c/d)$ and create a story context for this equation to interpret the product.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Shower Audit Calculations</a></p>

GRADE EXPECTATION	12.c.	Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.  <b><u>Alliance to Save Energy</u></b> 3-5 Shower Audit Calculations
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GRADE EXPECTATION	12.d.	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths to show that the area is the same as would be found by multiplying the side lengths.  <b><u>Alliance to Save Energy</u></b> 3-5 Shower Audit Calculations
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**STRAND / DOMAIN**

**Grade 5 Content Standards**

OBJECTIVE / CATEGORY		Operations with Numbers: Fractions
STANDARD		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

RELATED CONTENT / EXPECTATION	14.	Model and solve real-world problems involving multiplication of fractions and mixed numbers using visual fraction models, drawings, or equations to represent the problem.  <b><u>Alliance to Save Energy</u></b> 3-5 Shower Audit Calculations
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**STRAND / DOMAIN**

**Grade 5 Content Standards**

OBJECTIVE / CATEGORY		Data Analysis
STANDARD		Represent and interpret data.
RELATED CONTENT / EXPECTATION	16.	Make a line plot to display a data set of measurements in fractions of a unit (12, 14, 18).

GRADE EXPECTATION	16.a.	Add, subtract, multiply, and divide fractions to solve problems involving information presented in line plots.  <b><u>Alliance to Save Energy</u></b> 3-5 Shower Audit Calculations
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Alabama Courses of Study  
Mathematics  
Grade: 7 - Adopted: 2019/Impl. 2020

**STRAND / DOMAIN**

**Grade 7 Content Standards**

OBJECTIVE / CATEGORY		Number Systems and Operations
STANDARD		Apply and extend prior knowledge of addition, subtraction, multiplication, and division to operations with rational numbers.
RELATED CONTENT / EXPECTATION	4.	Apply and extend knowledge of operations of whole numbers, fractions, and decimals to add, subtract, multiply, and divide rational numbers including integers, signed fractions, and decimals.

GRADE EXPECTATION	4.e.	Extend strategies of multiplication to rational numbers to develop rules for multiplying signed numbers, showing that the properties of the operations are preserved.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-12 Shower Audit Calculations</a>
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**STRAND / DOMAIN**                      **Grade 7 Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Number Systems and Operations</b>
<b>STANDARD</b>		<b>Apply and extend prior knowledge of addition, subtraction, multiplication, and division to operations with rational numbers.</b>

RELATED CONTENT / EXPECTATION	5.	Solve real-world and mathematical problems involving the four operations of rational numbers, including complex fractions. Apply properties of operations as strategies where applicable.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-12 Shower Audit Calculations</a>
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**STRAND / DOMAIN**                      **Grade 7 Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Algebra and Functions</b>
<b>STANDARD</b>		<b>Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.</b>

RELATED CONTENT / EXPECTATION	8.	Solve multi-step real-world and mathematical problems involving rational numbers (integers, signed fractions and decimals), converting between forms as needed. Assess the reasonableness of answers using mental computation and estimation strategies.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-12 Shower Audit Calculations</a>
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**STRAND / DOMAIN**                      **Grade 7 Accelerated Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Number Systems and Operations</b>
<b>STANDARD</b>		<b>Apply and extend prior knowledge of addition, subtraction, multiplication, and division to operations with rational numbers.</b>
<b>RELATED CONTENT / EXPECTATION</b>	<b>8.</b>	<b>Apply and extend knowledge of operations of whole numbers, fractions, and decimals to add, subtract, multiply, and divide rational numbers including integers, signed fractions, and decimals.</b>

GRADE EXPECTATION	8.e.	Extend strategies of multiplication to rational numbers to develop rules for multiplying signed numbers, showing that the properties of the operations are preserved.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-12 Shower Audit Calculations</a>
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**STRAND / DOMAIN**                      **Grade 7 Accelerated Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Number Systems and Operations</b>
<b>STANDARD</b>		<b>Apply and extend prior knowledge of addition, subtraction, multiplication, and division to operations with rational numbers.</b>

RELATED  
CONTENT /  
EXPECTATION

9. Solve real-world and mathematical problems involving the four operations of rational numbers, including complex fractions. Apply properties of operations as strategies where applicable. [Grade 7, 5]

[Alliance to Save Energy](#)  
[6-12 Shower Audit Calculations](#)

**STRAND /  
DOMAIN**

**Grade 7 Accelerated Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Algebra and Functions</b>
<b>STANDARD</b>		<b>Solve real-world and mathematical problems using numerical and algebraic expressions, equations, and inequalities.</b>

RELATED  
CONTENT /  
EXPECTATION

17. Solve multi-step real-world and mathematical problems involving rational numbers (integers, signed fractions, and decimals), converting between forms as needed. Assess the reasonableness of answers using mental computation and estimation strategies. [Grade 7, 8]

[Alliance to Save Energy](#)  
[6-12 Shower Audit Calculations](#)

**Alabama Courses of Study**  
**Mathematics**  
Grade: 8 - Adopted: 2019/Impl. 2020

**STRAND /  
DOMAIN**

**Grade 8 Mathematics Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Data Analysis, Statistics, and Probability</b>
<b>STANDARD</b>		<b>Investigate patterns of association in bivariate data.</b>

RELATED  
CONTENT /  
EXPECTATION

21. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects, using relative frequencies calculated for rows or columns to describe possible associations between the two variables.

[Alliance to Save Energy](#)  
[6-8 Energy Audit Video](#)

**STRAND /  
DOMAIN**

**Grade 8 Accelerated Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Data Analysis, Statistics, and Probability</b>
<b>STANDARD</b>		<b>Investigate patterns of association in bivariate data.</b>

RELATED  
CONTENT /  
EXPECTATION

37. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects, using relative frequencies calculated for rows or columns to describe possible associations between the two variables. [Grade 8, 21]

[Alliance to Save Energy](#)  
[6-8 Energy Audit Video](#)

**STRAND /  
DOMAIN**

**Grade 8 Accelerated Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Data Analysis, Statistics, and Probability</b>
<b>STANDARD</b>		<b>The association between two categorical variables is typically represented by using two-way tables and segmented bar graphs.</b>

<b>RELATED CONTENT / EXPECTATION</b>	<b>39.</b>	<b>Analyze the possible association between two categorical variables.</b>
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GRADE EXPECTATION 39.a. Summarize categorical data for two categories in two-way frequency tables and represent using segmented bar graphs.

**Alliance to Save Energy**  
[6-8 Energy Audit Video](#)

Alabama Courses of Study  
 Mathematics  
 Grade: 9 - Adopted: 2019/Impl. 2020

**STRAND / DOMAIN Algebra I with Probability Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Number and Quantity</b>
<b>STANDARD</b>		<b>Together, irrational numbers and rational numbers complete the real number system, representing all points on the number line, while there exist numbers beyond the real numbers called complex numbers.</b>

RELATED CONTENT / EXPECTATION 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

**Alliance to Save Energy**  
[Appliance Audit](#)  
[Energy Patrol Contest](#)  
[HVAC Audit](#)  
[Home Energy Audit](#)  
[Lighting Audit](#)  
[School Audit](#)

**STRAND / DOMAIN Algebra I with Probability Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Data Analysis, Statistics, and Probability - Focus 2: Visualizing and Summarizing Data</b>
<b>STANDARD</b>		<b>The association between two categorical variables is typically represented by using two-way tables and segmented bar graphs.</b>

RELATED CONTENT / EXPECTATION 35. Analyze the possible association between two categorical variables.

GRADE EXPECTATION 35.a. Summarize categorical data for two categories in two-way frequency tables and represent using segmented bar graphs.

**Alliance to Save Energy**  
[9-12 Energy Audit Video](#)

**STRAND / DOMAIN Algebra II with Statistics Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Data Analysis, Statistics, and Probability - Focus 3: Statistical Inference</b>
<b>STANDARD</b>		<b>The role of randomization is different in randomly selecting samples and in randomly assigning subjects to experimental treatment groups.</b>

RELATED CONTENT / EXPECTATION 27. Distinguish between a statistic and a parameter and use statistical processes to make inferences about population parameters based on statistics from random samples from that population.

- Alliance to Save Energy**  
 9-12 Energy Audit Video  
 Appliance Audit  
 Energy Patrol Contest  
 HVAC Audit  
 Home Energy Audit  
 Lighting Audit  
 School Audit

**STRAND / DOMAIN**

**Applications of Finite Mathematics Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Advanced Counting</b>
<b>STANDARD</b>		<b>Complex counting problems can be solved efficiently using a variety of techniques.</b>

RELATED CONTENT / EXPECTATION 6. Use multiple representations and methods for counting objects and developing more efficient counting techniques. Note: Representations and methods may include tree diagrams, lists, manipulatives, overcounting methods, recursive patterns, and explicit formulas.

- Alliance to Save Energy**  
 Energy Patrol Contest  
 Home Energy Audit

Alabama Courses of Study  
 Mathematics  
 Grade: 10 - Adopted: 2019/Impl. 2020

**STRAND / DOMAIN**

**Algebra I with Probability Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Number and Quantity</b>
<b>STANDARD</b>		<b>Together, irrational numbers and rational numbers complete the real number system, representing all points on the number line, while there exist numbers beyond the real numbers called complex numbers.</b>

RELATED CONTENT / EXPECTATION 2. Rewrite expressions involving radicals and rational exponents using the properties of exponents.

- Alliance to Save Energy**  
 Appliance Audit  
 Energy Patrol Contest  
 HVAC Audit  
 Home Energy Audit  
 Lighting Audit  
 School Audit

**STRAND / DOMAIN**

**Algebra I with Probability Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Data Analysis, Statistics, and Probability - Focus 2: Visualizing and Summarizing Data</b>
<b>STANDARD</b>		<b>The association between two categorical variables is typically represented by using two-way tables and segmented bar graphs.</b>

RELATED CONTENT / EXPECTATION 35. Analyze the possible association between two categorical variables.



GRADE EXPECTATION	35.a.	Summarize categorical data for two categories in two-way frequency tables and represent using segmented bar graphs.  <b><u>Alliance to Save Energy</u></b> 9-12 Energy Audit Video
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**STRAND / DOMAIN**                      **Algebra II with Statistics Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Data Analysis, Statistics, and Probability - Focus 3: Statistical Inference</b>
<b>STANDARD</b>		<b>The role of randomization is different in randomly selecting samples and in randomly assigning subjects to experimental treatment groups.</b>

RELATED CONTENT / EXPECTATION	27.	Distinguish between a statistic and a parameter and use statistical processes to make inferences about population parameters based on statistics from random samples from that population.  <b><u>Alliance to Save Energy</u></b> 9-12 Energy Audit Video Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
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**STRAND / DOMAIN**                      **Applications of Finite Mathematics Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Advanced Counting</b>
<b>STANDARD</b>		<b>Complex counting problems can be solved efficiently using a variety of techniques.</b>

RELATED CONTENT / EXPECTATION	6.	Use multiple representations and methods for counting objects and developing more efficient counting techniques. Note: Representations and methods may include tree diagrams, lists, manipulatives, overcounting methods, recursive patterns, and explicit formulas.  <b><u>Alliance to Save Energy</u></b> Energy Patrol Contest Home Energy Audit
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**Alabama Courses of Study**  
**Mathematics**  
Grade: 11 - Adopted: 2019/Impl. 2020

**STRAND / DOMAIN**                      **Algebra I with Probability Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Number and Quantity</b>
<b>STANDARD</b>		<b>Together, irrational numbers and rational numbers complete the real number system, representing all points on the number line, while there exist numbers beyond the real numbers called complex numbers.</b>

RELATED CONTENT / EXPECTATION	2.	Rewrite expressions involving radicals and rational exponents using the properties of exponents.  <b><u>Alliance to Save Energy</u></b> Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
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**STRAND / DOMAIN**                      **Algebra I with Probability Content Standards**

OBJECTIVE / CATEGORY		<b>Data Analysis, Statistics, and Probability - Focus 2: Visualizing and Summarizing Data</b>
STANDARD		<b>The association between two categorical variables is typically represented by using two-way tables and segmented bar graphs.</b>
RELATED CONTENT / EXPECTATION	35.	<b>Analyze the possible association between two categorical variables.</b>

GRADE EXPECTATION	35.a.	Summarize categorical data for two categories in two-way frequency tables and represent using segmented bar graphs.  <b><u>Alliance to Save Energy</u></b> 9-12 Energy Audit Video
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**STRAND / DOMAIN**                      **Algebra II with Statistics Content Standards**

OBJECTIVE / CATEGORY		<b>Data Analysis, Statistics, and Probability - Focus 3: Statistical Inference</b>
STANDARD		<b>The role of randomization is different in randomly selecting samples and in randomly assigning subjects to experimental treatment groups.</b>

RELATED CONTENT / EXPECTATION	27.	Distinguish between a statistic and a parameter and use statistical processes to make inferences about population parameters based on statistics from random samples from that population.  <b><u>Alliance to Save Energy</u></b> 9-12 Energy Audit Video Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
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**STRAND / DOMAIN**                      **Applications of Finite Mathematics Content Standards**

OBJECTIVE / CATEGORY		<b>Advanced Counting</b>
STANDARD		<b>Complex counting problems can be solved efficiently using a variety of techniques.</b>

RELATED CONTENT / EXPECTATION	6.	Use multiple representations and methods for counting objects and developing more efficient counting techniques. Note: Representations and methods may include tree diagrams, lists, manipulatives, overcounting methods, recursive patterns, and explicit formulas.  <b><u>Alliance to Save Energy</u></b> Energy Patrol Contest Home Energy Audit
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Alabama Courses of Study  
Mathematics  
Grade: 12 - Adopted: 2019/Impl. 2020

**STRAND / DOMAIN**                      **Algebra I with Probability Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Number and Quantity</b>
<b>STANDARD</b>		<b>Together, irrational numbers and rational numbers complete the real number system, representing all points on the number line, while there exist numbers beyond the real numbers called complex numbers.</b>

RELATED CONTENT / EXPECTATION	2.	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
		<u><b>Alliance to Save Energy</b></u> <a href="#">Appliance Audit</a> <a href="#">Energy Patrol Contest</a> <a href="#">HVAC Audit</a> <a href="#">Home Energy Audit</a> <a href="#">Lighting Audit</a> <a href="#">School Audit</a>

**STRAND / DOMAIN**                      **Algebra I with Probability Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Data Analysis, Statistics, and Probability - Focus 2: Visualizing and Summarizing Data</b>
<b>STANDARD</b>		<b>The association between two categorical variables is typically represented by using two-way tables and segmented bar graphs.</b>

RELATED CONTENT / EXPECTATION	35.	Analyze the possible association between two categorical variables.
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GRADE EXPECTATION	35.a.	Summarize categorical data for two categories in two-way frequency tables and represent using segmented bar graphs.
		<u><b>Alliance to Save Energy</b></u> <a href="#">9-12 Energy Audit Video</a>

**STRAND / DOMAIN**                      **Algebra II with Statistics Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Data Analysis, Statistics, and Probability - Focus 3: Statistical Inference</b>
<b>STANDARD</b>		<b>The role of randomization is different in randomly selecting samples and in randomly assigning subjects to experimental treatment groups.</b>

RELATED CONTENT / EXPECTATION	27.	Distinguish between a statistic and a parameter and use statistical processes to make inferences about population parameters based on statistics from random samples from that population.
		<u><b>Alliance to Save Energy</b></u> <a href="#">9-12 Energy Audit Video</a> <a href="#">Appliance Audit</a> <a href="#">Energy Patrol Contest</a> <a href="#">HVAC Audit</a> <a href="#">Home Energy Audit</a> <a href="#">Lighting Audit</a> <a href="#">School Audit</a>

**STRAND / DOMAIN**                      **Applications of Finite Mathematics Content Standards**

<b>OBJECTIVE / CATEGORY</b>		<b>Advanced Counting</b>
<b>STANDARD</b>		<b>Complex counting problems can be solved efficiently using a variety of techniques.</b>

RELATED CONTENT / EXPECTATION

6. Use multiple representations and methods for counting objects and developing more efficient counting techniques. Note: Representations and methods may include tree diagrams, lists, manipulatives, overcounting methods, recursive patterns, and explicit formulas.

**Alliance to Save Energy**

[Energy Patrol Contest](#)

[Home Energy Audit](#)

**Alabama Courses of Study**

**Science**

Grade: **K** - Adopted: **2015**

**STRAND / DOMAIN**

**AL.K.LS. LIFE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Ecosystems: Interactions, Energy, and Dynamics</b>
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STANDARD

- K.LS.6. Identify and plan possible solutions (e.g., reducing, reusing, recycling) to lessen the human impact on the local environment.

**Alliance to Save Energy**

[Holiday Fun! \(Home\)](#)

[Holiday Fun! \(School\)](#)

[How Are Energy & Water Related? \(Home\)](#)

[How Are Energy & Water Related? \(School\)](#)

[How Do We Save Energy? \(Home\)](#)

[How Do We Save Energy? \(School\)](#)

[How Is Energy Made? \(Home\)](#)

[How Is Energy Made? \(School\)](#)

[Student Presentation \(Home\)](#)

[Student Presentation \(School\)](#)

[What is Energy? \(Home\)](#)

[What is Energy? \(School\)](#)

[What is Sustainability? \(Home\)](#)

[What is Sustainability? \(School\)](#)

[When is Energy Used? \(Home\)](#)

[When is Energy Used? \(School\)](#)

**STRAND / DOMAIN**

**AL.K.ESS EARTH AND SPACE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Earth's Systems</b>
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STANDARD

- K.ESS.7. Observe and describe the effects of sunlight on Earth's surface (e.g., heat from the sun causing evaporation of water or increased temperature of soil, rocks, sand, and water).

**Alliance to Save Energy**

[How Is Energy Made? \(Home\)](#)

[How Is Energy Made? \(School\)](#)

[What is Sustainability? \(Home\)](#)

[What is Sustainability? \(School\)](#)

**Alabama Courses of Study**

**Science**

Grade: **1** - Adopted: **2015**

**STRAND / DOMAIN**

**AL.1.PS. PHYSICAL SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Waves and Their Applications in Technologies for Information Transfer</b>
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STANDARD 1.PS.3 Investigate materials to determine which types allow light to pass through (e.g., transparent materials such as clear plastic wrap), allow only partial light to pass through (e.g., translucent materials such as wax paper), block light (e.g., opaque materials such as construction paper), or reflect light (e.g., shiny materials such as aluminum foil).

**Alliance to Save Energy**  
[How Is Energy Made? \(Home\)](#)  
[How Is Energy Made? \(School\)](#)

**Alabama Courses of Study**  
**Science**  
 Grade: 2 - Adopted: 2015

**STRAND / DOMAIN** AL.2.ESS. EARTH AND SPACE SCIENCE

<b>OBJECTIVE / CATEGORY</b>		<b>Earth's Systems</b>
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STANDARD 2.ESS.10 Collect and evaluate data to identify water found on Earth and determine whether it is a solid or a liquid (e.g., glaciers as solid forms of water; oceans, lakes, rivers, streams as liquid forms of water).

**Alliance to Save Energy**  
[How Are Energy & Water Related? \(Home\)](#)  
[How Are Energy & Water Related? \(School\)](#)

**Alabama Courses of Study**  
**Science**  
 Grade: 3 - Adopted: 2015

**STRAND / DOMAIN** AL.3.ESS. EARTH AND SPACE SCIENCE

<b>OBJECTIVE / CATEGORY</b>		<b>Earth's Systems</b>
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STANDARD 3.ESS.14 Collect information from a variety of sources to describe climates in different regions of the world.

**Alliance to Save Energy**  
[3-5 Climate Video](#)

**Alabama Courses of Study**  
**Science**  
 Grade: 4 - Adopted: 2015

**STRAND / DOMAIN** AL.4.PS. PHYSICAL SCIENCE

<b>OBJECTIVE / CATEGORY</b>		<b>Energy</b>
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STANDARD 4.PS.4 Design, construct, and test a device that changes energy from one form to another (e.g., electric circuits converting electrical energy into motion, light, or sound energy; a passive solar heater converting light energy into heat energy).

**Alliance to Save Energy**  
[3-5 Explore Renewables Video](#)

STANDARD	4.PS.5.	<p>Compile information to describe how the use of energy derived from natural renewable and nonrenewable resources affects the environment (e.g., constructing dams to harness energy from water, a renewable resource, while causing a loss of animal habitats; burning of fossil fuels, a nonrenewable resource, while causing an increase in air pollution; installing solar panels to harness energy from the sun, a renewable resource, while requiring specialized materials that necessitate mining).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Climate Video</a>  <a href="#">3-5 Energy Audit Video</a>  <a href="#">3-5 Energy Basics Video</a>  <a href="#">3-5 Environmental Justice Video</a>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Explore Renewables Video</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">3-5 Understanding Energy Demand Video</a>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
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**Alabama Courses of Study**  
**Science**  
Grade: 5 - Adopted: 2015

**STRAND / DOMAIN**      **AL.5.ESS. EARTH AND SPACE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Earth's Systems</b>
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STANDARD	5.ESS.14	<p>Use a model to represent how any two systems, specifically the atmosphere, biosphere, geosphere, and/or hydrosphere, interact and support life (e.g., influence of the ocean on ecosystems, landform shape, and climate; influence of the atmosphere on landforms and ecosystems through weather and climate; influence of mountain ranges on winds and clouds in the atmosphere).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Climate Video</a></p>
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**STRAND / DOMAIN**      **AL.5.ESS. EARTH AND SPACE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Earth and Human Activity</b>
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STANDARD	<p>5.ESS.16 Collect and organize scientific ideas that individuals and communities can use to protect Earth's natural resources and its environment (e.g., terracing land to prevent soil erosion, utilizing no-till farming to improve soil fertility, regulating emissions from factories and automobiles to reduce air pollution, recycling to reduce overuse of landfill areas).</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Carbon Rank Competition  3-5 Climate Video  3-5 Energy Audit Video  3-5 Energy Basics Video  3-5 Environmental Justice Video  3-5 Explore Renewables Video  3-5 Final Presentation &amp; Peer Performance  3-5 Green Your Career Video  3-5 My Future Green Career  3-5 Understanding Energy Demand Video  3-8 Custodial Presentation &amp; Pledge  3-8 Water Audit  Amelia Airflow 3-5  Appliance Audit  Assembly Announcement  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Career Guest Speaker  HVAC Audit  Home Energy Audit  Home Energy Demand Pledge  Lighting Audit  My Future Green Career Presentation  Poster Campaign  School Audit  Shutdown Reminders  Staff Presentation  Water Awareness Posters  Water Saving Awareness</p>
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STANDARD	<p>5.ESS.17 Design solutions, test, and revise a process for cleaning a polluted environment (e.g., simulating an oil spill in the ocean or a flood in a city and creating a solution for containment and/or cleanup).</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Carbon Rank Competition  3-5 Climate Video  3-5 Energy Basics Video  3-5 Environmental Justice Video  3-5 Final Presentation &amp; Peer Performance  3-5 Green Your Career Video  3-5 My Future Green Career  3-5 Understanding Energy Demand Video  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Carbon Footprint Journal  Family Presentation  Green Career Guest Speaker  Home Energy Demand Pledge  My Future Green Career Presentation  Shutdown Reminders  Staff Presentation</p>
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**STRAND / DOMAIN**      **AL.6.ESS. EARTH AND SPACE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Earth's Systems</b>
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STANDARD      6.ESS.10      Use research-based evidence to propose a scientific explanation regarding how the distribution of Earth's resources such as minerals, fossil fuels, and groundwater are the result of ongoing geoscience processes (e.g., past volcanic and hydrothermal activity, burial of organic sediments, active weathering of rock).

[Alliance to Save Energy](#)  
[6-8 Energy Basics Video](#)  
[6-8 Explore Renewables Video](#)

**STRAND / DOMAIN**      **AL.6.ESS. EARTH AND SPACE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Earth's Systems</b>
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<b>STANDARD</b>	<b>6.ESS.13.</b>	<b>Use models (e.g., diagrams, maps, globes, digital representations) to explain how the rotation of Earth and unequal heating of its surface create patterns of atmospheric and oceanic circulation that determine regional climates.</b>
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RELATED CONTENT / EXPECTATION      6.ESS.13. a.      Use experiments to investigate how energy from the sun is distributed between Earth's surface and its atmosphere by convection and radiation (e.g., warmer water in a pan rising as cooler water sinks, warming one's hands by a campfire).

[Alliance to Save Energy](#)  
[6-8 Climate Video](#)

**STRAND / DOMAIN**      **AL.6.ESS. EARTH AND SPACE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Earth's Systems</b>
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STANDARD      6.ESS.14      Analyze and interpret data (e.g., tables, graphs, maps of global and regional temperatures; atmospheric levels of gases such as carbon dioxide and methane; rates of human activities) to describe how various human activities (e.g., use of fossil fuels, creation of urban heat islands, agricultural practices) and natural processes (e.g., solar radiation, greenhouse effect, volcanic activity) may cause changes in local and global temperatures over time.

[Alliance to Save Energy](#)  
[6-8 Climate Video](#)  
[6-8 Energy Basics Video](#)  
[6-8 Explore Renewables Video](#)  
[Carbon Footprint Calculator](#)

**STRAND / DOMAIN**      **AL.6.ESS. EARTH AND SPACE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Earth and Human Activity</b>
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STANDARD	<p>6.ESS.15 Analyze evidence (e.g., databases on human populations, rates of consumption of food and other natural resources) to explain how changes in human population, per capita consumption of natural resources, and other human activities (e.g., land use, resource development, water and air pollution, urbanization) affect Earth's systems.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">6-8 Climate Video</a>  <a href="#">6-8 Energy Basics Video</a>  <a href="#">6-8 Environmental Justice Video</a>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 Explore Renewables Video</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
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STANDARD	<p>6.ESS.16 Implement scientific principles to design processes for monitoring and minimizing human impact on the environment (e.g., water usage, including withdrawal of water from streams and aquifers or construction of dams and levees; land usage, including urban development, agriculture, or removal of wetlands; pollution of air, water, and land).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">3-8 Water Audit</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">6-8 Carbon Rank Competition</a>  <a href="#">6-8 Climate Video</a>  <a href="#">6-8 Energy Audit Video</a>  <a href="#">6-8 Energy Basics Video</a>  <a href="#">6-8 Environmental Justice Video</a>  <a href="#">6-8 Explore Renewables Video</a>  <a href="#">6-8 Green Your Career Video</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">6-8 Understanding Energy Demand Video</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Appliance Audit</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">Family Presentation</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Home Energy Demand Pledge</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 6-8</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Poster Campaign</a>  <a href="#">School Audit</a>  <a href="#">Shutdown Reminders</a>  <a href="#">Staff Presentation</a>  <a href="#">Water Awareness Posters</a>  <a href="#">Water Saving Awareness</a></p>
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Grade: 6 - Adopted: 2014

**STRAND / DOMAIN** AL.RH.6- Reading Standards for Literacy in Science and Technical Subjects 8.

<b>OBJECTIVE / CATEGORY</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RH.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
	<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 6-8</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Poster Campaign</a>  <a href="#">Water Awareness Posters</a></p>

STANDARD	RH.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Net Zero School Design</a></p>

**STRAND / DOMAIN**      **AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects 6-8.**

OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

RELATED CONTENT / EXPECTATION	WHST.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Staff Presentation</a></p>

RELATED CONTENT / EXPECTATION	WHST.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>

RELATED CONTENT / EXPECTATION	WHST.6-8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>

RELATED CONTENT / EXPECTATION	WHST.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.  <b><u>Alliance to Save Energy</u></b> 6-8 My Future Green Career Amelia Airflow 6-8
RELATED CONTENT / EXPECTATION	WHST.6-8.2.e.	Establish and maintain a formal style and objective tone.  <b><u>Alliance to Save Energy</u></b> 6-8 My Future Green Career Amelia Airflow 6-8
RELATED CONTENT / EXPECTATION	WHST.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.  <b><u>Alliance to Save Energy</u></b> 6-8 My Future Green Career Amelia Airflow 6-8

**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .6-8.**

<b>OBJECTIVE / CATEGORY</b>	<b>Production and Distribution of Writing</b>
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STANDARD	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design School Audit Staff Presentation Water Awareness Posters
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STANDARD	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  <b><u>Alliance to Save Energy</u></b> 6-8 My Future Green Career Amelia Airflow 6-8
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STANDARD	WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  6-12 Final Presentation &amp; Peer Performance  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Assembly Announcement  Family Presentation  My Future Green Career Presentation  Net Zero School Design  Staff Presentation</p>

**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .6-8.**

<b>OBJECTIVE / CATEGORY</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
		<p><b><u>Alliance to Save Energy</u></b>  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Net Zero School Design</p>

STANDARD	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		<p><b><u>Alliance to Save Energy</u></b>  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Net Zero School Design</p>

STANDARD	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
		<p><b><u>Alliance to Save Energy</u></b>  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Net Zero School Design</p>

**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .6-8.**

<b>OBJECTIVE / CATEGORY</b>		<b>Range of Writing</b>
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STANDARD	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  6-12 Final Presentation &amp; Peer Performance  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Amelia Airflow 6-8  Assembly Announcement  Family Presentation  My Future Green Career Presentation  Net Zero School Design  Staff Presentation</p>

**Alabama Courses of Study  
Science  
Grade: 7 - Adopted: 2015**

**STRAND / DOMAIN**

**AL.7.LS. LIFE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Ecosystems: Interactions, Energy, and Dynamics</b>
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STANDARD	7.LS.7.	Use empirical evidence from patterns and data to demonstrate how changes to physical or biological components of an ecosystem (e.g., deforestation, succession, drought, fire, disease, human activities, invasive species) can lead to shifts in populations.
		<p><b><u>Alliance to Save Energy</u></b>  6-8 Climate Video</p>

STANDARD	7.LS.9.	Engage in argument to defend the effectiveness of a design solution that maintains biodiversity and ecosystem services (e.g., using scientific, economic, and social considerations regarding purifying water, recycling nutrients, preventing soil erosion).
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  6-12 Final Presentation &amp; Peer Performance  6-8 Carbon Rank Competition  6-8 Climate Video  6-8 Energy Basics Video  6-8 Environmental Justice Video  6-8 Green Your Career Video  6-8 My Future Green Career  Assembly Announcement  Carbon Footprint Journal  Family Presentation  Home Energy Demand Pledge  My Future Green Career Presentation  Net Zero School Design  Shutdown Reminders  Staff Presentation</p>

Grade: 7 - Adopted: 2014

**STRAND / DOMAIN**

**AL.RH.6-8. Reading Standards for Literacy in Science and Technical Subjects**

<b>OBJECTIVE / CATEGORY</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD	RH.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
	<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 6-8</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Poster Campaign</a>  <a href="#">Water Awareness Posters</a></p>

STANDARD	RH.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
	<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Net Zero School Design</a></p>

**STRAND / DOMAIN**      **AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects 6-8.**

OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

RELATED CONTENT / EXPECTATION	WHST.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Staff Presentation</a></p>

RELATED CONTENT / EXPECTATION	WHST.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>

RELATED CONTENT / EXPECTATION	WHST.6-8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>

RELATED CONTENT / EXPECTATION	WHST.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.  <b><u>Alliance to Save Energy</u></b> 6-8 My Future Green Career Amelia Airflow 6-8
RELATED CONTENT / EXPECTATION	WHST.6-8.2.e.	Establish and maintain a formal style and objective tone.  <b><u>Alliance to Save Energy</u></b> 6-8 My Future Green Career Amelia Airflow 6-8
RELATED CONTENT / EXPECTATION	WHST.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented.  <b><u>Alliance to Save Energy</u></b> 6-8 My Future Green Career Amelia Airflow 6-8

**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .6-8.**

<b>OBJECTIVE / CATEGORY</b>	<b>Production and Distribution of Writing</b>
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STANDARD	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design School Audit Staff Presentation Water Awareness Posters
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STANDARD	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  <b><u>Alliance to Save Energy</u></b> 6-8 My Future Green Career Amelia Airflow 6-8
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STANDARD	WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  6-12 Final Presentation &amp; Peer Performance  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Assembly Announcement  Family Presentation  My Future Green Career Presentation  Net Zero School Design  Staff Presentation</p>

**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .6-8.**

<b>OBJECTIVE / CATEGORY</b>		<b>Research to Build and Present Knowledge</b>
STANDARD	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
		<p><b><u>Alliance to Save Energy</u></b>  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Net Zero School Design</p>

STANDARD	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		<p><b><u>Alliance to Save Energy</u></b>  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Net Zero School Design</p>

STANDARD	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.
		<p><b><u>Alliance to Save Energy</u></b>  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Net Zero School Design</p>

**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .6-8.**

<b>OBJECTIVE / CATEGORY</b>		<b>Range of Writing</b>
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STANDARD	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Staff Presentation</a></p>

**Alabama Courses of Study  
 Science  
 Grade: 8 - Adopted: 2015**

**STRAND / DOMAIN**      **AL.8.PS. PHYSICAL SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Motion and Stability: Forces and Interactions</b>
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STANDARD	8.PS.11.	Plan and carry out investigations to evaluate how various factors (e.g., electric force produced between two charged objects at various positions; magnetic force produced by an electromagnet with varying number of wire turns, varying number or size of dry cells, and varying size of iron core) affect the strength of electric and magnetic forces.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Energy Audit Video</a>  <a href="#">6-8 Energy Basics Video</a></p>

Grade: 8 - Adopted: 2014

**STRAND / DOMAIN**      **AL.RH.6-8. Reading Standards for Literacy in Science and Technical Subjects**

<b>OBJECTIVE / CATEGORY</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD	RH.6-8.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 6-8</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Poster Campaign</a>  <a href="#">Water Awareness Posters</a></p>

STANDARD	RH.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Net Zero School Design</a></p>

**STRAND /  
DOMAIN**

**AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects  
6-8.**

<b>OBJECTIVE / CATEGORY</b>		<b>Text Types and Purposes</b>
<b>STANDARD</b>	<b>WHST.6-8.2.</b>	<b>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</b>

RELATED  
CONTENT /  
EXPECTATION

WHST.6-8.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

**Alliance to Save Energy**  
[3-8 Custodial Presentation & Pledge](#)  
[6-12 Final Presentation & Peer Performance](#)  
[6-8 My Future Green Career](#)  
[Amelia Airflow 6-8](#)  
[Assembly Announcement](#)  
[Family Presentation](#)  
[My Future Green Career Presentation](#)  
[Net Zero School Design](#)  
[Staff Presentation](#)

RELATED  
CONTENT /  
EXPECTATION

WHST.6-8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

**Alliance to Save Energy**  
[6-8 My Future Green Career](#)  
[Amelia Airflow 6-8](#)

RELATED  
CONTENT /  
EXPECTATION

WHST.6-8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

**Alliance to Save Energy**  
[6-8 My Future Green Career](#)  
[Amelia Airflow 6-8](#)

RELATED  
CONTENT /  
EXPECTATION

WHST.6-8.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

**Alliance to Save Energy**  
[6-8 My Future Green Career](#)  
[Amelia Airflow 6-8](#)

RELATED  
CONTENT /  
EXPECTATION

WHST.6-8.2.e. Establish and maintain a formal style and objective tone.

**Alliance to Save Energy**  
[6-8 My Future Green Career](#)  
[Amelia Airflow 6-8](#)

RELATED  
CONTENT /  
EXPECTATION

WHST.6-8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Alliance to Save Energy**  
[6-8 My Future Green Career](#)  
[Amelia Airflow 6-8](#)

**STRAND /  
DOMAIN**

**AL.WHST Writing Standards for Literacy in Science, and Technical Subjects  
.6-8.**

<b>OBJECTIVE / CATEGORY</b>		<b>Production and Distribution of Writing</b>
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STANDARD	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design School Audit Staff Presentation Water Awareness Posters
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STANDARD	WHST.6-8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  <b><u>Alliance to Save Energy</u></b> 6-8 My Future Green Career Amelia Airflow 6-8
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STANDARD	WHST.6-8.6.	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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**STRAND / DOMAIN** AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .6-8.

<b>OBJECTIVE / CATEGORY</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD	WHST.6-8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  <b><u>Alliance to Save Energy</u></b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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STANDARD	WHST.6-8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <b><u>Alliance to Save Energy</u></b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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STANDARD	WHST.6-8.9.	Draw evidence from informational texts to support analysis, reflection, and research.  <b><u>Alliance to Save Energy</u></b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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**STRAND / DOMAIN** AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .6-8.

<b>OBJECTIVE / CATEGORY</b>		<b>Range of Writing</b>
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STANDARD	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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**Alabama Courses of Study  
Science  
Grade: 9 - Adopted: 2015**

**STRAND / DOMAIN** AL.HS.PS. PHYSICAL SCIENCE

<b>OBJECTIVE / CATEGORY</b>		<b>Matter and Its Interactions</b>
<b>STANDARD</b>	<b>HS.PS.6</b>	<b>Develop models to illustrate the concept of half-life for radioactive decay.</b>

RELATED CONTENT / EXPECTATION	HS.PS.6.b.	Develop arguments for and against nuclear power generation compared to other types of power generation.  <b><u>Alliance to Save Energy</u></b> 9-12 Energy Basics Video
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**STRAND / DOMAIN** AL.HS.PS PHYSICAL SCIENCE

<b>OBJECTIVE / CATEGORY</b>		<b>Energy</b>
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STANDARD	HS.PS.12	Design, build, and test the ability of a device (e.g., Rube Goldberg devices, wind turbines, solar cells, solar ovens) to convert one form of energy into another form of energy.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Video</a></p>

**STRAND / DOMAIN**      **AL.HS.P. PHYSICS**

<b>OBJECTIVE / CATEGORY</b>		<b>Energy</b>
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STANDARD	HS.P.5.	Construct models that illustrate how energy is related to work performed on or by an object and explain how different forms of energy are transformed from one form to another (e.g., distinguishing between kinetic, potential, and other forms of energy such as thermal and sound; applying both the work-energy theorem and the law of conservation of energy to systems such as roller coasters, falling objects, and spring-mass systems; discussing the effect of frictional forces on energy conservation and how it affects the motion of an object).
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Video</a></p>

**STRAND / DOMAIN**      **AL.HS.P. PHYSICS**

<b>OBJECTIVE / CATEGORY</b>		<b>Waves and Their Applications in Technologies for Information Transfer</b>
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STANDARD	HS.P.12.	Use the principles of Ohm's and Kirchhoff's laws to design, construct, and analyze combination circuits using typical components (e.g., resistors, capacitors, diodes, sources of power).
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Energy Basics Video</a></p>

**STRAND / DOMAIN**      **AL.HS.ES EARTH AND SPACE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Earth's Systems</b>
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STANDARD	HS.ESS.14.	Construct explanations from evidence to describe how changes in the flow of energy through Earth's systems (e.g., volcanic eruptions, solar output, ocean circulation, surface temperatures, precipitation patterns, glacial ice volumes, sea levels, Coriolis effect) impact the climate.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">Carbon Footprint Calculator</a></p>

**STRAND / DOMAIN**      **AL.HS.ES ENVIRONMENTAL SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Earth and Human Activity</b>
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STANDARD	<p data-bbox="296 107 1461 188">HS.ES.1. Investigate and analyze the use of nonrenewable energy sources (e.g., fossil fuels, nuclear, natural gas) and renewable energy sources (e.g., solar, wind, hydroelectric, geothermal) and propose solutions for their impact on the environment.</p> <p data-bbox="403 230 660 253"><b><u>Alliance to Save Energy</u></b></p> <p data-bbox="403 259 592 282"><a href="#">9-12 Climate Video</a></p> <p data-bbox="403 288 767 311"><a href="#">9-12 Custodial Presentation &amp; Pledge</a></p> <p data-bbox="403 318 655 340"><a href="#">9-12 Energy Basics Video</a></p> <p data-bbox="403 347 874 369"><a href="#">9-12 Explore Renewables Energy Poster Project</a></p> <p data-bbox="403 376 716 398"><a href="#">9-12 Explore Renewables Video</a></p> <p data-bbox="403 405 651 427"><a href="#">Assembly Announcement</a></p> <p data-bbox="403 434 671 456"><a href="#">Carbon Footprint Calculator</a></p> <p data-bbox="403 463 596 486"><a href="#">Family Presentation</a></p> <p data-bbox="403 492 572 515"><a href="#">Staff Presentation</a></p>
STANDARD	<p data-bbox="296 595 1461 618">HS.ES.3. Use mathematics and graphic models to compare factors affecting biodiversity and populations in ecosystems.</p> <p data-bbox="403 656 660 678"><b><u>Alliance to Save Energy</u></b></p> <p data-bbox="403 685 592 707"><a href="#">9-12 Climate Video</a></p> <p data-bbox="403 714 724 736"><a href="#">9-12 Environmental Justice Video</a></p> <p data-bbox="403 743 700 766"><a href="#">9-12 Green Your Career Video</a></p>
STANDARD	<p data-bbox="296 837 1461 918">HS.ES.4. Engage in argument from evidence to evaluate how biological or physical changes within ecosystems (e.g., ecological succession, seasonal flooding, volcanic eruptions) affect the number and types of organisms, and that changing conditions may result in a new or altered ecosystem.</p> <p data-bbox="403 956 660 978"><b><u>Alliance to Save Energy</u></b></p> <p data-bbox="403 985 592 1008"><a href="#">9-12 Climate Video</a></p>
STANDARD	<p data-bbox="296 1079 1461 1133">HS.ES.6. Obtain, evaluate, and communicate information to describe how human activity may affect biodiversity and genetic variation of organisms, including threatened and endangered species.</p> <p data-bbox="403 1171 660 1193"><b><u>Alliance to Save Energy</u></b></p> <p data-bbox="403 1200 831 1223"><a href="#">6-12 Final Presentation &amp; Peer Performance</a></p> <p data-bbox="403 1229 703 1252"><a href="#">9-12 Carbon Rank Competition</a></p> <p data-bbox="403 1258 592 1281"><a href="#">9-12 Climate Video</a></p> <p data-bbox="403 1288 767 1310"><a href="#">9-12 Custodial Presentation &amp; Pledge</a></p> <p data-bbox="403 1317 655 1339"><a href="#">9-12 Energy Basics Video</a></p> <p data-bbox="403 1346 724 1368"><a href="#">9-12 Environmental Justice Video</a></p> <p data-bbox="403 1375 700 1397"><a href="#">9-12 Green Your Career Video</a></p> <p data-bbox="403 1404 687 1426"><a href="#">9-12 My Future Green Career</a></p> <p data-bbox="403 1433 651 1456"><a href="#">Assembly Announcement</a></p> <p data-bbox="403 1462 576 1485"><a href="#">Capstone Project</a></p> <p data-bbox="403 1491 671 1514"><a href="#">Carbon Footprint Calculator</a></p> <p data-bbox="403 1520 639 1543"><a href="#">Carbon Footprint Journal</a></p> <p data-bbox="403 1550 596 1572"><a href="#">Family Presentation</a></p> <p data-bbox="403 1579 608 1601"><a href="#">Green Future Design</a></p> <p data-bbox="403 1608 703 1630"><a href="#">Home Energy Demand Pledge</a></p> <p data-bbox="403 1637 767 1659"><a href="#">My Future Green Career Presentation</a></p> <p data-bbox="403 1666 608 1688"><a href="#">Shutdown Reminders</a></p> <p data-bbox="403 1695 572 1718"><a href="#">Staff Presentation</a></p>
STANDARD	<p data-bbox="296 1809 1461 1863">HS.ES.7. Analyze and interpret data to investigate how a single change on Earth's surface may cause changes to other Earth systems (e.g., loss of ground vegetation causing an increase in water runoff and soil erosion).</p> <p data-bbox="403 1901 660 1924"><b><u>Alliance to Save Energy</u></b></p> <p data-bbox="403 1930 592 1953"><a href="#">9-12 Climate Video</a></p>

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STANDARD	HS.ES.8.	Engage in an evidence-based argument to explain how over time Earth's systems affect the biosphere and the biosphere affects Earth's systems (e.g., microbial life increasing the formation of soil; corals creating reefs that alter patterns of erosion and deposition along coastlines).
		<p><b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a></p>
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STANDARD	HS.ES.10	Design solutions for protection of natural water resources (e.g., bioassessment, methods of water treatment and conservation) considering properties, uses, and pollutants (e.g., eutrophication, industrial effluents, agricultural runoffs, point and nonpoint pollution resources).
		<p><b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Water Audit</a> <a href="#">Water Awareness Posters</a> <a href="#">Water Saving Awareness</a></p>
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STANDARD	HS.ES.12	Analyze and interpret data and climate models to predict how global or regional climate change can affect Earth's systems (e.g., precipitation and temperature and their associated impacts on sea level, glacial ice volumes, and atmosphere and ocean composition).
		<p><b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Energy Basics Video</a> <a href="#">Carbon Footprint Calculator</a></p>
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STANDARD	HS.ES.13	Obtain, evaluate, and communicate information based on evidence to explain how key natural resources (e.g., water sources, fertile soils, concentrations of minerals and fossil fuels), natural hazards, and climate changes influence human activity (e.g., mass migrations).
		<p><b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Custodial Presentation &amp; Pledge</a> <a href="#">9-12 Energy Basics Video</a> <a href="#">9-12 Environmental Justice Video</a> <a href="#">9-12 Explore Renewables Video</a> <a href="#">Assembly Announcement</a> <a href="#">Family Presentation</a> <a href="#">Staff Presentation</a></p>

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STANDARD HS.ES.14 Analyze cost-benefit ratios of competing solutions for developing, conserving, managing, recycling, and reusing energy and mineral resources to minimize impacts in natural systems (e.g., determining best practices for agricultural soil use, mining for coal, and exploring for petroleum and natural gas sources).

**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance  
9-12 Carbon Rank Competition  
9-12 Climate Video  
9-12 Custodial Presentation & Pledge  
9-12 Energy Audit Video  
9-12 Energy Basics Video  
9-12 Environmental Justice Video  
9-12 Explore Renewables Video  
9-12 Green Your Career Video  
9-12 My Future Green Career  
9-12 Understanding Energy Demand Video  
9-12 Water Audit  
Amelia Airflow 9-12  
Appliance Audit  
Assembly Announcement  
Capstone Project  
Carbon Footprint Calculator  
Carbon Footprint Journal  
Energy Patrol Contest  
Family Presentation  
Green Future Design  
HVAC Audit  
Home Energy Audit  
Home Energy Demand Pledge  
Lighting Audit  
Mr. BAS  
Mr. BTU 9-12  
My Future Green Career Presentation  
Poster Campaign  
School Audit  
Shutdown Reminders  
Staff Presentation  
Water Awareness Posters  
Water Saving Awareness



STANDARD	<p>HS.ES.15 Construct an explanation based on evidence to determine the relationships among management of natural resources, human sustainability, and biodiversity (e.g., resources, waste management, per capita consumption, agricultural efficiency, urban planning).</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Climate Video  9-12 Custodial Presentation &amp; Pledge  9-12 Energy Audit Video  9-12 Energy Basics Video  9-12 Environmental Justice Video  9-12 Explore Renewables Video  9-12 Green Your Career Video  9-12 My Future Green Career  9-12 Understanding Energy Demand Video  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Home Energy Demand Pledge  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Poster Campaign  School Audit  Shutdown Reminders  Staff Presentation  Water Awareness Posters  Water Saving Awareness</p>
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STANDARD	<p>HS.ES.16 Obtain and evaluate information from published results of scientific computational models to illustrate the relationships among Earth's systems and how these relationships may be impacted by human activity (e.g., effects of an increase in atmospheric carbon dioxide on photosynthetic biomass, effect of ocean acidification on marine populations).</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Carbon Rank Competition  9-12 Climate Video  9-12 Custodial Presentation &amp; Pledge  9-12 Energy Basics Video  9-12 Explore Renewables Video  Assembly Announcement  Carbon Footprint Calculator  Family Presentation  Staff Presentation</p>
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Grade: 9 - Adopted: 2014

**STRAND / DOMAIN** AL.RH.9- Reading Standards for Literacy in Science and Technical Subjects 10.

<b>OBJECTIVE / CATEGORY</b>	Integration of Knowledge and Ideas
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STANDARD	RH.9-10.7.	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Energy Audit Video</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Appliance Audit</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Green Future Design</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 9-12</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Poster Campaign</a>  <a href="#">School Audit</a>  <a href="#">Water Awareness Posters</a></p>
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STANDARD	RH.9-10.8.	<p>Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
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**STRAND / DOMAIN**      **AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects 9-10.**

OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	WHST.9-10.1.	Write arguments focused on discipline-specific content.

RELATED CONTENT / EXPECTATION	WHST.9-10.1.d.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
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**STRAND / DOMAIN**      **AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects 9-10.**

OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

RELATED CONTENT / EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
RELATED CONTENT / EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
RELATED CONTENT / EXPECTATION	WHST.9- 10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
RELATED CONTENT / EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
RELATED CONTENT / EXPECTATION	WHST.9- 10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>

RELATED CONTENT / EXPECTATION	WHST.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  <b><u>Alliance to Save Energy</u></b> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .9-10.**

<b>OBJECTIVE / CATEGORY</b>	<b>Production and Distribution of Writing</b>
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STANDARD	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters
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STANDARD	WHST.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b><u>Alliance to Save Energy</u></b> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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STANDARD	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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**STRAND / DOMAIN** AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .9-10.

<b>OBJECTIVE / CATEGORY</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD	WHST.9-10.7.	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.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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**STRAND / DOMAIN** AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .9-10.

<b>OBJECTIVE / CATEGORY</b>		<b>Range of Writing</b>
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STANDARD WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.

**Alliance to Save Energy**

- 6-12 Final Presentation & Peer Performance
- 9-12 Custodial Presentation & Pledge
- 9-12 Explore Renewables Energy Poster Project
- 9-12 My Future Green Career
- Amelia Airflow 9-12
- Assembly Announcement
- Capstone Project
- Family Presentation
- Green Future Design
- My Future Green Career Presentation
- Staff Presentation

**Alabama Courses of Study  
Science  
Grade: 10 - Adopted: 2015**

**STRAND / DOMAIN** AL.HS.PS. PHYSICAL SCIENCE

<b>OBJECTIVE / CATEGORY</b>		<b>Matter and Its Interactions</b>
<b>STANDARD</b>	<b>HS.PS.6</b>	<b>Develop models to illustrate the concept of half-life for radioactive decay.</b>

RELATED CONTENT / EXPECTATION HS.PS.6. b. Develop arguments for and against nuclear power generation compared to other types of power generation.

**Alliance to Save Energy**  
9-12 Energy Basics Video

**STRAND / DOMAIN** AL.HS.PS PHYSICAL SCIENCE

<b>OBJECTIVE / CATEGORY</b>		<b>Energy</b>
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STANDARD HS.PS.12 Design, build, and test the ability of a device (e.g., Rube Goldberg devices, wind turbines, solar cells, solar ovens) to convert one form of energy into another form of energy.

**Alliance to Save Energy**  
9-12 Explore Renewables Video

**STRAND / DOMAIN** AL.HS.P. PHYSICS

<b>OBJECTIVE / CATEGORY</b>		<b>Energy</b>
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STANDARD HS.P.5. Construct models that illustrate how energy is related to work performed on or by an object and explain how different forms of energy are transformed from one form to another (e.g., distinguishing between kinetic, potential, and other forms of energy such as thermal and sound; applying both the work-energy theorem and the law of conservation of energy to systems such as roller coasters, falling objects, and spring-mass systems; discussing the effect of frictional forces on energy conservation and how it affects the motion of an object).

**Alliance to Save Energy**  
9-12 Explore Renewables Video

**STRAND / DOMAIN** AL.HS.P. PHYSICS

OBJECTIVE / CATEGORY		Waves and Their Applications in Technologies for Information Transfer
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STANDARD HS.P.12. Use the principles of Ohm's and Kirchhoff's laws to design, construct, and analyze combination circuits using typical components (e.g., resistors, capacitors, diodes, sources of power).

[Alliance to Save Energy](#)  
[9-12 Energy Basics Video](#)

**STRAND / DOMAIN** AL.HS.ES EARTH AND SPACE SCIENCE  
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OBJECTIVE / CATEGORY		Earth's Systems
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STANDARD HS.ESS.14. Construct explanations from evidence to describe how changes in the flow of energy through Earth's systems (e.g., volcanic eruptions, solar output, ocean circulation, surface temperatures, precipitation patterns, glacial ice volumes, sea levels, Coriolis effect) impact the climate.

[Alliance to Save Energy](#)  
[9-12 Climate Video](#)  
[9-12 Energy Basics Video](#)  
[Carbon Footprint Calculator](#)

**STRAND / DOMAIN** AL.HS.ES ENVIRONMENTAL SCIENCE  
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OBJECTIVE / CATEGORY		Earth and Human Activity
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STANDARD HS.ES.1. Investigate and analyze the use of nonrenewable energy sources (e.g., fossil fuels, nuclear, natural gas) and renewable energy sources (e.g., solar, wind, hydroelectric, geothermal) and propose solutions for their impact on the environment.

[Alliance to Save Energy](#)  
[9-12 Climate Video](#)  
[9-12 Custodial Presentation & Pledge](#)  
[9-12 Energy Basics Video](#)  
[9-12 Explore Renewables Energy Poster Project](#)  
[9-12 Explore Renewables Video](#)  
[Assembly Announcement](#)  
[Carbon Footprint Calculator](#)  
[Family Presentation](#)  
[Staff Presentation](#)

STANDARD HS.ES.3. Use mathematics and graphic models to compare factors affecting biodiversity and populations in ecosystems.

[Alliance to Save Energy](#)  
[9-12 Climate Video](#)  
[9-12 Environmental Justice Video](#)  
[9-12 Green Your Career Video](#)

STANDARD HS.ES.4. Engage in argument from evidence to evaluate how biological or physical changes within ecosystems (e.g., ecological succession, seasonal flooding, volcanic eruptions) affect the number and types of organisms, and that changing conditions may result in a new or altered ecosystem.

[Alliance to Save Energy](#)  
[9-12 Climate Video](#)

STANDARD	<p data-bbox="295 107 1476 168">HS.ES.6. Obtain, evaluate, and communicate information to describe how human activity may affect biodiversity and genetic variation of organisms, including threatened and endangered species.</p> <p data-bbox="399 197 662 224"><b><u>Alliance to Save Energy</u></b></p> <p data-bbox="399 228 829 255"><a href="#">6-12 Final Presentation &amp; Peer Performance</a></p> <p data-bbox="399 259 702 286"><a href="#">9-12 Carbon Rank Competition</a></p> <p data-bbox="399 291 590 318"><a href="#">9-12 Climate Video</a></p> <p data-bbox="399 322 766 349"><a href="#">9-12 Custodial Presentation &amp; Pledge</a></p> <p data-bbox="399 353 654 380"><a href="#">9-12 Energy Basics Video</a></p> <p data-bbox="399 385 726 412"><a href="#">9-12 Environmental Justice Video</a></p> <p data-bbox="399 416 702 443"><a href="#">9-12 Green Your Career Video</a></p> <p data-bbox="399 448 686 474"><a href="#">9-12 My Future Green Career</a></p> <p data-bbox="399 479 654 506"><a href="#">Assembly Announcement</a></p> <p data-bbox="399 510 574 537"><a href="#">Capstone Project</a></p> <p data-bbox="399 542 670 568"><a href="#">Carbon Footprint Calculator</a></p> <p data-bbox="399 573 638 600"><a href="#">Carbon Footprint Journal</a></p> <p data-bbox="399 604 598 631"><a href="#">Family Presentation</a></p> <p data-bbox="399 636 606 663"><a href="#">Green Future Design</a></p> <p data-bbox="399 667 702 694"><a href="#">Home Energy Demand Pledge</a></p> <p data-bbox="399 698 766 725"><a href="#">My Future Green Career Presentation</a></p> <p data-bbox="399 730 606 757"><a href="#">Shutdown Reminders</a></p> <p data-bbox="399 761 574 788"><a href="#">Staff Presentation</a></p>
STANDARD	<p data-bbox="295 846 1476 907">HS.ES.7. Analyze and interpret data to investigate how a single change on Earth's surface may cause changes to other Earth systems (e.g., loss of ground vegetation causing an increase in water runoff and soil erosion).</p> <p data-bbox="399 936 662 963"><b><u>Alliance to Save Energy</u></b></p> <p data-bbox="399 967 590 994"><a href="#">9-12 Climate Video</a></p>
STANDARD	<p data-bbox="295 1059 1476 1153">HS.ES.8. Engage in an evidence-based argument to explain how over time Earth's systems affect the biosphere and the biosphere affects Earth's systems (e.g., microbial life increasing the formation of soil; corals creating reefs that alter patterns of erosion and deposition along coastlines).</p> <p data-bbox="399 1182 662 1209"><b><u>Alliance to Save Energy</u></b></p> <p data-bbox="399 1214 590 1240"><a href="#">9-12 Climate Video</a></p>
STANDARD	<p data-bbox="295 1301 1476 1395">HS.ES.10 Design solutions for protection of natural water resources (e.g., bioassessment, methods of water treatment and conservation) considering properties, uses, and pollutants (e.g., eutrophication, industrial effluents, agricultural runoffs, point and nonpoint pollution resources).</p> <p data-bbox="399 1424 662 1451"><b><u>Alliance to Save Energy</u></b></p> <p data-bbox="399 1456 590 1482"><a href="#">9-12 Climate Video</a></p> <p data-bbox="399 1487 566 1514"><a href="#">9-12 Water Audit</a></p> <p data-bbox="399 1518 654 1545"><a href="#">Water Awareness Posters</a></p> <p data-bbox="399 1550 646 1576"><a href="#">Water Saving Awareness</a></p>
STANDARD	<p data-bbox="295 1637 1476 1731">HS.ES.12 Analyze and interpret data and climate models to predict how global or regional climate change can affect Earth's systems (e.g., precipitation and temperature and their associated impacts on sea level, glacial ice volumes, and atmosphere and ocean composition).</p> <p data-bbox="399 1760 662 1787"><b><u>Alliance to Save Energy</u></b></p> <p data-bbox="399 1792 590 1818"><a href="#">9-12 Climate Video</a></p> <p data-bbox="399 1823 654 1850"><a href="#">9-12 Energy Basics Video</a></p> <p data-bbox="399 1854 670 1881"><a href="#">Carbon Footprint Calculator</a></p>



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STANDARD HS.ES.13 Obtain, evaluate, and communicate information based on evidence to explain how key natural resources (e.g., water sources, fertile soils, concentrations of minerals and fossil fuels), natural hazards, and climate changes influence human activity (e.g., mass migrations).

**Alliance to Save Energy**

9-12 Climate Video  
9-12 Custodial Presentation & Pledge  
9-12 Energy Basics Video  
9-12 Environmental Justice Video  
9-12 Explore Renewables Video  
Assembly Announcement  
Family Presentation  
Staff Presentation

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STANDARD HS.ES.14 Analyze cost-benefit ratios of competing solutions for developing, conserving, managing, recycling, and reusing energy and mineral resources to minimize impacts in natural systems (e.g., determining best practices for agricultural soil use, mining for coal, and exploring for petroleum and natural gas sources).

**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance  
9-12 Carbon Rank Competition  
9-12 Climate Video  
9-12 Custodial Presentation & Pledge  
9-12 Energy Audit Video  
9-12 Energy Basics Video  
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Carbon Footprint Journal  
Energy Patrol Contest  
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Green Future Design  
HVAC Audit  
Home Energy Audit  
Home Energy Demand Pledge  
Lighting Audit  
Mr. BAS  
Mr. BTU 9-12  
My Future Green Career Presentation  
Poster Campaign  
School Audit  
Shutdown Reminders  
Staff Presentation  
Water Awareness Posters  
Water Saving Awareness

STANDARD	<p>HS.ES.15 Construct an explanation based on evidence to determine the relationships among management of natural resources, human sustainability, and biodiversity (e.g., resources, waste management, per capita consumption, agricultural efficiency, urban planning).</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Climate Video  9-12 Custodial Presentation &amp; Pledge  9-12 Energy Audit Video  9-12 Energy Basics Video  9-12 Environmental Justice Video  9-12 Explore Renewables Video  9-12 Green Your Career Video  9-12 My Future Green Career  9-12 Understanding Energy Demand Video  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Home Energy Demand Pledge  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Poster Campaign  School Audit  Shutdown Reminders  Staff Presentation  Water Awareness Posters  Water Saving Awareness</p>
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STANDARD	<p>HS.ES.16 Obtain and evaluate information from published results of scientific computational models to illustrate the relationships among Earth's systems and how these relationships may be impacted by human activity (e.g., effects of an increase in atmospheric carbon dioxide on photosynthetic biomass, effect of ocean acidification on marine populations).</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Carbon Rank Competition  9-12 Climate Video  9-12 Custodial Presentation &amp; Pledge  9-12 Energy Basics Video  9-12 Explore Renewables Video  Assembly Announcement  Carbon Footprint Calculator  Family Presentation  Staff Presentation</p>
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Grade: 10 - Adopted: 2014

**STRAND / DOMAIN** AL.RH.9- Reading Standards for Literacy in Science and Technical Subjects 10.

<b>OBJECTIVE / CATEGORY</b>	<b>Integration of Knowledge and Ideas</b>
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STANDARD	RH.9-10.7.	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Energy Audit Video</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Appliance Audit</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Green Future Design</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 9-12</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Poster Campaign</a>  <a href="#">School Audit</a>  <a href="#">Water Awareness Posters</a></p>
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STANDARD	RH.9-10.8.	<p>Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
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**STRAND / DOMAIN**      **AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects 9-10.**

OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	WHST.9-10.1.	Write arguments focused on discipline-specific content.

RELATED CONTENT / EXPECTATION	WHST.9-10.1.d.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
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**STRAND / DOMAIN**      **AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects 9-10.**

OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

RELATED CONTENT / EXPECTATION	WHST.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
RELATED CONTENT / EXPECTATION	WHST.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
RELATED CONTENT / EXPECTATION	WHST.9- 10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
RELATED CONTENT / EXPECTATION	WHST.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
RELATED CONTENT / EXPECTATION	WHST.9- 10.2.e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>

RELATED CONTENT / EXPECTATION	WHST.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).  <b><u>Alliance to Save Energy</u></b> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .9-10.**

<b>OBJECTIVE / CATEGORY</b>	<b>Production and Distribution of Writing</b>
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STANDARD	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters
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STANDARD	WHST.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.  <b><u>Alliance to Save Energy</u></b> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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STANDARD	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .9-10.**

<b>OBJECTIVE / CATEGORY</b>		<b>Research to Build and Present Knowledge</b>
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STANDARD	WHST.9-10.7.	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.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .9-10.**

<b>OBJECTIVE / CATEGORY</b>		<b>Range of Writing</b>
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STANDARD WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for range of discipline-specific tasks, purposes, and audiences.

- Alliance to Save Energy**  
[6-12 Final Presentation & Peer Performance](#)  
[9-12 Custodial Presentation & Pledge](#)  
[9-12 Explore Renewables Energy Poster Project](#)  
[9-12 My Future Green Career](#)  
[Amelia Airflow 9-12](#)  
[Assembly Announcement](#)  
[Capstone Project](#)  
[Family Presentation](#)  
[Green Future Design](#)  
[My Future Green Career Presentation](#)  
[Staff Presentation](#)

**Alabama Courses of Study  
 Science  
 Grade: 11 - Adopted: 2015**

**STRAND / DOMAIN** AL.HS.PS. PHYSICAL SCIENCE

<b>OBJECTIVE / CATEGORY</b>		<b>Matter and Its Interactions</b>
<b>STANDARD</b>	<b>HS.PS.6</b>	<b>Develop models to illustrate the concept of half-life for radioactive decay.</b>

RELATED CONTENT / EXPECTATION HS.PS.6. b. Develop arguments for and against nuclear power generation compared to other types of power generation.  
**Alliance to Save Energy**  
[9-12 Energy Basics Video](#)

**STRAND / DOMAIN** AL.HS.PS PHYSICAL SCIENCE

<b>OBJECTIVE / CATEGORY</b>		<b>Energy</b>
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STANDARD HS.PS.12 Design, build, and test the ability of a device (e.g., Rube Goldberg devices, wind turbines, solar cells, solar ovens) to convert one form of energy into another form of energy.  
**Alliance to Save Energy**  
[9-12 Explore Renewables Video](#)

**STRAND / DOMAIN** AL.HS.P. PHYSICS

<b>OBJECTIVE / CATEGORY</b>		<b>Energy</b>
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STANDARD HS.P.5. Construct models that illustrate how energy is related to work performed on or by an object and explain how different forms of energy are transformed from one form to another (e.g., distinguishing between kinetic, potential, and other forms of energy such as thermal and sound; applying both the work-energy theorem and the law of conservation of energy to systems such as roller coasters, falling objects, and spring-mass systems; discussing the effect of frictional forces on energy conservation and how it affects the motion of an object).  
**Alliance to Save Energy**  
[9-12 Explore Renewables Video](#)

**STRAND / DOMAIN** AL.HS.P. PHYSICS

OBJECTIVE / CATEGORY		Waves and Their Applications in Technologies for Information Transfer
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STANDARD HS.P.12. Use the principles of Ohm's and Kirchhoff's laws to design, construct, and analyze combination circuits using typical components (e.g., resistors, capacitors, diodes, sources of power).

[Alliance to Save Energy](#)  
[9-12 Energy Basics Video](#)

**STRAND / DOMAIN**      **AL.HS.ES EARTH AND SPACE SCIENCE**  
**S.**

OBJECTIVE / CATEGORY		Earth's Systems
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STANDARD HS.ESS.14. Construct explanations from evidence to describe how changes in the flow of energy through Earth's systems (e.g., volcanic eruptions, solar output, ocean circulation, surface temperatures, precipitation patterns, glacial ice volumes, sea levels, Coriolis effect) impact the climate.

[Alliance to Save Energy](#)  
[9-12 Climate Video](#)  
[9-12 Energy Basics Video](#)  
[Carbon Footprint Calculator](#)

**STRAND / DOMAIN**      **AL.HS.ES ENVIRONMENTAL SCIENCE**  
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OBJECTIVE / CATEGORY		Earth and Human Activity
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STANDARD HS.ES.1. Investigate and analyze the use of nonrenewable energy sources (e.g., fossil fuels, nuclear, natural gas) and renewable energy sources (e.g., solar, wind, hydroelectric, geothermal) and propose solutions for their impact on the environment.

[Alliance to Save Energy](#)  
[9-12 Climate Video](#)  
[9-12 Custodial Presentation & Pledge](#)  
[9-12 Energy Basics Video](#)  
[9-12 Explore Renewables Energy Poster Project](#)  
[9-12 Explore Renewables Video](#)  
[Assembly Announcement](#)  
[Carbon Footprint Calculator](#)  
[Family Presentation](#)  
[Staff Presentation](#)

STANDARD HS.ES.3. Use mathematics and graphic models to compare factors affecting biodiversity and populations in ecosystems.

[Alliance to Save Energy](#)  
[9-12 Climate Video](#)  
[9-12 Environmental Justice Video](#)  
[9-12 Green Your Career Video](#)

STANDARD HS.ES.4. Engage in argument from evidence to evaluate how biological or physical changes within ecosystems (e.g., ecological succession, seasonal flooding, volcanic eruptions) affect the number and types of organisms, and that changing conditions may result in a new or altered ecosystem.

[Alliance to Save Energy](#)  
[9-12 Climate Video](#)



STANDARD	<p>HS.ES.6. Obtain, evaluate, and communicate information to describe how human activity may affect biodiversity and genetic variation of organisms, including threatened and endangered species.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Carbon Rank Competition</a>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">9-12 Environmental Justice Video</a>  <a href="#">9-12 Green Your Career Video</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">Home Energy Demand Pledge</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Shutdown Reminders</a>  <a href="#">Staff Presentation</a></p>
STANDARD	<p>HS.ES.7. Analyze and interpret data to investigate how a single change on Earth's surface may cause changes to other Earth systems (e.g., loss of ground vegetation causing an increase in water runoff and soil erosion).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>
STANDARD	<p>HS.ES.8. Engage in an evidence-based argument to explain how over time Earth's systems affect the biosphere and the biosphere affects Earth's systems (e.g., microbial life increasing the formation of soil; corals creating reefs that alter patterns of erosion and deposition along coastlines).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>
STANDARD	<p>HS.ES.10 Design solutions for protection of natural water resources (e.g., bioassessment, methods of water treatment and conservation) considering properties, uses, and pollutants (e.g., eutrophication, industrial effluents, agricultural runoffs, point and nonpoint pollution resources).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Water Audit</a>  <a href="#">Water Awareness Posters</a>  <a href="#">Water Saving Awareness</a></p>
STANDARD	<p>HS.ES.12 Analyze and interpret data and climate models to predict how global or regional climate change can affect Earth's systems (e.g., precipitation and temperature and their associated impacts on sea level, glacial ice volumes, and atmosphere and ocean composition).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">Carbon Footprint Calculator</a></p>

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STANDARD      HS.ES.13      Obtain, evaluate, and communicate information based on evidence to explain how key natural resources (e.g., water sources, fertile soils, concentrations of minerals and fossil fuels), natural hazards, and climate changes influence human activity (e.g., mass migrations).

**Alliance to Save Energy**

9-12 Climate Video  
9-12 Custodial Presentation & Pledge  
9-12 Energy Basics Video  
9-12 Environmental Justice Video  
9-12 Explore Renewables Video  
Assembly Announcement  
Family Presentation  
Staff Presentation

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STANDARD      HS.ES.14      Analyze cost-benefit ratios of competing solutions for developing, conserving, managing, recycling, and reusing energy and mineral resources to minimize impacts in natural systems (e.g., determining best practices for agricultural soil use, mining for coal, and exploring for petroleum and natural gas sources).

**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance  
9-12 Carbon Rank Competition  
9-12 Climate Video  
9-12 Custodial Presentation & Pledge  
9-12 Energy Audit Video  
9-12 Energy Basics Video  
9-12 Environmental Justice Video  
9-12 Explore Renewables Video  
9-12 Green Your Career Video  
9-12 My Future Green Career  
9-12 Understanding Energy Demand Video  
9-12 Water Audit  
Amelia Airflow 9-12  
Appliance Audit  
Assembly Announcement  
Capstone Project  
Carbon Footprint Calculator  
Carbon Footprint Journal  
Energy Patrol Contest  
Family Presentation  
Green Future Design  
HVAC Audit  
Home Energy Audit  
Home Energy Demand Pledge  
Lighting Audit  
Mr. BAS  
Mr. BTU 9-12  
My Future Green Career Presentation  
Poster Campaign  
School Audit  
Shutdown Reminders  
Staff Presentation  
Water Awareness Posters  
Water Saving Awareness

STANDARD	<p>HS.ES.15 Construct an explanation based on evidence to determine the relationships among management of natural resources, human sustainability, and biodiversity (e.g., resources, waste management, per capita consumption, agricultural efficiency, urban planning).</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Climate Video  9-12 Custodial Presentation &amp; Pledge  9-12 Energy Audit Video  9-12 Energy Basics Video  9-12 Environmental Justice Video  9-12 Explore Renewables Video  9-12 Green Your Career Video  9-12 My Future Green Career  9-12 Understanding Energy Demand Video  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Home Energy Demand Pledge  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Poster Campaign  School Audit  Shutdown Reminders  Staff Presentation  Water Awareness Posters  Water Saving Awareness</p>
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STANDARD	<p>HS.ES.16 Obtain and evaluate information from published results of scientific computational models to illustrate the relationships among Earth's systems and how these relationships may be impacted by human activity (e.g., effects of an increase in atmospheric carbon dioxide on photosynthetic biomass, effect of ocean acidification on marine populations).</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Carbon Rank Competition  9-12 Climate Video  9-12 Custodial Presentation &amp; Pledge  9-12 Energy Basics Video  9-12 Explore Renewables Video  Assembly Announcement  Carbon Footprint Calculator  Family Presentation  Staff Presentation</p>
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Grade: 11 - Adopted: 2014

**STRAND / DOMAIN** AL.RH.11 Reading Standards for Literacy in Science and Technical Subjects -12.

<b>OBJECTIVE / CATEGORY</b>	<b>Key Ideas and Details</b>
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STANDARD	RH.11-12.1.	<p>Cite specific textual 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.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project  Green Future Design</p>
<b>STRAND / DOMAIN</b>	<b>AL.RH.11 Reading Standards for Literacy in Science and Technical Subjects -12.</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	RH.11-12.7.	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Assembly Announcement  Capstone Project  Family Presentation  Green Future Design  My Future Green Career Presentation  Staff Presentation</p>
STANDARD	RH.11-12.8.	<p>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Energy Audit Video  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  School Audit</p>

STANDARD	RH.11-12.9.	<p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>Alliance to Save Energy</u></b>          6-12 Final Presentation &amp; Peer Performance          9-12 Carbon Rank Competition          9-12 Custodial Presentation &amp; Pledge          9-12 Explore Renewables Energy Poster Project          9-12 My Future Green Career          9-12 Water Audit          Amelia Airflow 9-12          Appliance Audit          Assembly Announcement          Capstone Project          Carbon Footprint Calculator          Carbon Footprint Journal          Energy Patrol Contest          Family Presentation          Green Future Design          HVAC Audit          Home Energy Audit          Lighting Audit          Mr. BAS          Mr. BTU 9-12          My Future Green Career Presentation          Professor Frio          School Audit          Staff Presentation          Water Awareness Posters</p>
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**STRAND / DOMAIN**      **AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects 11-12.**

OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	WHST.1 1-12.1.	Write arguments focused on discipline-specific content.

RELATED CONTENT / EXPECTATION	WHST.11 -12.1.d.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b><u>Alliance to Save Energy</u></b>          9-12 My Future Green Career          Amelia Airflow 9-12          Capstone Project</p>
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**STRAND / DOMAIN**      **AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects 11-12.**

OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	WHST.1 1-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

RELATED CONTENT / EXPECTATION	WHST.11 -12.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
RELATED CONTENT / EXPECTATION	WHST.11 -12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
RELATED CONTENT / EXPECTATION	WHST.11 -12.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
RELATED CONTENT / EXPECTATION	WHST.11 -12.2.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.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
RELATED CONTENT / EXPECTATION	WHST.11 -12.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
<b>STRAND / DOMAIN</b>	<b>AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .11-12.</b>	
<b>OBJECTIVE / CATEGORY</b>	<b>Production and Distribution of Writing</b>	

STANDARD	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Professor Frio  School Audit  Staff Presentation  Water Awareness Posters</p>
STANDARD	WHST.11 -12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
		<p><b><u>Alliance to Save Energy</u></b>  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project</p>
STANDARD	WHST.11 -12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
		<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Assembly Announcement  Capstone Project  Family Presentation  Green Future Design  My Future Green Career Presentation  Staff Presentation</p>
<b>STRAND / DOMAIN</b>	<b>AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .11-12.</b>	
<b>OBJECTIVE / CATEGORY</b>	<b>Research to Build and Present Knowledge</b>	

STANDARD	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.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD	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.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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**STRAND / DOMAIN**

**AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .11-12.**

OBJECTIVE / CATEGORY		Range of Writing
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STANDARD	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 range of discipline-specific tasks, purposes, and audiences.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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**Alabama Courses of Study  
Science  
Grade: 12 - Adopted: 2015**

**STRAND / DOMAIN**

**AL.HS.PS. PHYSICAL SCIENCE**

OBJECTIVE / CATEGORY		Matter and Its Interactions
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<b>STANDARD</b>	<b>HS.PS.6</b>	<b>Develop models to illustrate the concept of half-life for radioactive decay.</b>
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RELATED CONTENT / EXPECTATION

HS.PS.6. Develop arguments for and against nuclear power generation compared to other types of power generation.  
b.

[Alliance to Save Energy](#)  
[9-12 Energy Basics Video](#)

**STRAND / DOMAIN**

**AL.HS.PS PHYSICAL SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Energy</b>
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STANDARD

HS.PS.12 Design, build, and test the ability of a device (e.g., Rube Goldberg devices, wind turbines, solar cells, solar ovens) to convert one form of energy into another form of energy.

[Alliance to Save Energy](#)  
[9-12 Explore Renewables Video](#)

**STRAND / DOMAIN**

**AL.HS.P. PHYSICS**

<b>OBJECTIVE / CATEGORY</b>		<b>Energy</b>
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STANDARD

HS.P.5. Construct models that illustrate how energy is related to work performed on or by an object and explain how different forms of energy are transformed from one form to another (e.g., distinguishing between kinetic, potential, and other forms of energy such as thermal and sound; applying both the work-energy theorem and the law of conservation of energy to systems such as roller coasters, falling objects, and spring-mass systems; discussing the effect of frictional forces on energy conservation and how it affects the motion of an object).

[Alliance to Save Energy](#)  
[9-12 Explore Renewables Video](#)

**STRAND / DOMAIN**

**AL.HS.P. PHYSICS**

<b>OBJECTIVE / CATEGORY</b>		<b>Waves and Their Applications in Technologies for Information Transfer</b>
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STANDARD

HS.P.12. Use the principles of Ohm's and Kirchhoff's laws to design, construct, and analyze combination circuits using typical components (e.g., resistors, capacitors, diodes, sources of power).

[Alliance to Save Energy](#)  
[9-12 Energy Basics Video](#)

**STRAND / DOMAIN**

**AL.HS.ES EARTH AND SPACE SCIENCE**

<b>OBJECTIVE / CATEGORY</b>		<b>Earth's Systems</b>
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STANDARD

HS.ESS.14. Construct explanations from evidence to describe how changes in the flow of energy through Earth's systems (e.g., volcanic eruptions, solar output, ocean circulation, surface temperatures, precipitation patterns, glacial ice volumes, sea levels, Coriolis effect) impact the climate.

[Alliance to Save Energy](#)  
[9-12 Climate Video](#)  
[9-12 Energy Basics Video](#)  
[Carbon Footprint Calculator](#)

OBJECTIVE / CATEGORY	Earth and Human Activity
STANDARD	<p>HS.ES.1. Investigate and analyze the use of nonrenewable energy sources (e.g., fossil fuels, nuclear, natural gas) and renewable energy sources (e.g., solar, wind, hydroelectric, geothermal) and propose solutions for their impact on the environment.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 Explore Renewables Video</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
STANDARD	<p>HS.ES.3. Use mathematics and graphic models to compare factors affecting biodiversity and populations in ecosystems.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Environmental Justice Video</a>  <a href="#">9-12 Green Your Career Video</a></p>
STANDARD	<p>HS.ES.4. Engage in argument from evidence to evaluate how biological or physical changes within ecosystems (e.g., ecological succession, seasonal flooding, volcanic eruptions) affect the number and types of organisms, and that changing conditions may result in a new or altered ecosystem.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>
STANDARD	<p>HS.ES.6. Obtain, evaluate, and communicate information to describe how human activity may affect biodiversity and genetic variation of organisms, including threatened and endangered species.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Carbon Rank Competition</a>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">9-12 Environmental Justice Video</a>  <a href="#">9-12 Green Your Career Video</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">Home Energy Demand Pledge</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Shutdown Reminders</a>  <a href="#">Staff Presentation</a></p>
STANDARD	<p>HS.ES.7. Analyze and interpret data to investigate how a single change on Earth's surface may cause changes to other Earth systems (e.g., loss of ground vegetation causing an increase in water runoff and soil erosion).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>

STANDARD	<p>HS.ES.8. Engage in an evidence-based argument to explain how over time Earth's systems affect the biosphere and the biosphere affects Earth's systems (e.g., microbial life increasing the formation of soil; corals creating reefs that alter patterns of erosion and deposition along coastlines).</p>
	<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>
STANDARD	<p>HS.ES.10 Design solutions for protection of natural water resources (e.g., bioassessment, methods of water treatment and conservation) considering properties, uses, and pollutants (e.g., eutrophication, industrial effluents, agricultural runoffs, point and nonpoint pollution resources).</p>
	<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Water Audit</a>  <a href="#">Water Awareness Posters</a>  <a href="#">Water Saving Awareness</a></p>
STANDARD	<p>HS.ES.12 Analyze and interpret data and climate models to predict how global or regional climate change can affect Earth's systems (e.g., precipitation and temperature and their associated impacts on sea level, glacial ice volumes, and atmosphere and ocean composition).</p>
	<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">Carbon Footprint Calculator</a></p>
STANDARD	<p>HS.ES.13 Obtain, evaluate, and communicate information based on evidence to explain how key natural resources (e.g., water sources, fertile soils, concentrations of minerals and fossil fuels), natural hazards, and climate changes influence human activity (e.g., mass migrations).</p>
	<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">9-12 Environmental Justice Video</a>  <a href="#">9-12 Explore Renewables Video</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

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STANDARD HS.ES.14 Analyze cost-benefit ratios of competing solutions for developing, conserving, managing, recycling, and reusing energy and mineral resources to minimize impacts in natural systems (e.g., determining best practices for agricultural soil use, mining for coal, and exploring for petroleum and natural gas sources).

**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance  
9-12 Carbon Rank Competition  
9-12 Climate Video  
9-12 Custodial Presentation & Pledge  
9-12 Energy Audit Video  
9-12 Energy Basics Video  
9-12 Environmental Justice Video  
9-12 Explore Renewables Video  
9-12 Green Your Career Video  
9-12 My Future Green Career  
9-12 Understanding Energy Demand Video  
9-12 Water Audit  
Amelia Airflow 9-12  
Appliance Audit  
Assembly Announcement  
Capstone Project  
Carbon Footprint Calculator  
Carbon Footprint Journal  
Energy Patrol Contest  
Family Presentation  
Green Future Design  
HVAC Audit  
Home Energy Audit  
Home Energy Demand Pledge  
Lighting Audit  
Mr. BAS  
Mr. BTU 9-12  
My Future Green Career Presentation  
Poster Campaign  
School Audit  
Shutdown Reminders  
Staff Presentation  
Water Awareness Posters  
Water Saving Awareness

STANDARD	<p>HS.ES.15 Construct an explanation based on evidence to determine the relationships among management of natural resources, human sustainability, and biodiversity (e.g., resources, waste management, per capita consumption, agricultural efficiency, urban planning).</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Climate Video  9-12 Custodial Presentation &amp; Pledge  9-12 Energy Audit Video  9-12 Energy Basics Video  9-12 Environmental Justice Video  9-12 Explore Renewables Video  9-12 Green Your Career Video  9-12 My Future Green Career  9-12 Understanding Energy Demand Video  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Home Energy Demand Pledge  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Poster Campaign  School Audit  Shutdown Reminders  Staff Presentation  Water Awareness Posters  Water Saving Awareness</p>
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STANDARD	<p>HS.ES.16 Obtain and evaluate information from published results of scientific computational models to illustrate the relationships among Earth's systems and how these relationships may be impacted by human activity (e.g., effects of an increase in atmospheric carbon dioxide on photosynthetic biomass, effect of ocean acidification on marine populations).</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Carbon Rank Competition  9-12 Climate Video  9-12 Custodial Presentation &amp; Pledge  9-12 Energy Basics Video  9-12 Explore Renewables Video  Assembly Announcement  Carbon Footprint Calculator  Family Presentation  Staff Presentation</p>
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Grade: 12 - Adopted: 2014

**STRAND / DOMAIN** AL.RH.11 Reading Standards for Literacy in Science and Technical Subjects -12.

<b>OBJECTIVE / CATEGORY</b>	<b>Key Ideas and Details</b>
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STANDARD	RH.11-12.1.	Cite specific textual 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.
		<p><b><u>Alliance to Save Energy</u></b>  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project  Green Future Design</p>
<b>STRAND / DOMAIN</b>	<b>AL.RH.11 Reading Standards for Literacy in Science and Technical Subjects -12.</b>	
<b>OBJECTIVE / CATEGORY</b>		<b>Integration of Knowledge and Ideas</b>
STANDARD	RH.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
		<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Assembly Announcement  Capstone Project  Family Presentation  Green Future Design  My Future Green Career Presentation  Staff Presentation</p>
STANDARD	RH.11-12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
		<p><b><u>Alliance to Save Energy</u></b>  9-12 Energy Audit Video  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  School Audit</p>

STANDARD	RH.11-12.9.	<p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><b><u>Alliance to Save Energy</u></b>          6-12 Final Presentation &amp; Peer Performance          9-12 Carbon Rank Competition          9-12 Custodial Presentation &amp; Pledge          9-12 Explore Renewables Energy Poster Project          9-12 My Future Green Career          9-12 Water Audit          Amelia Airflow 9-12          Appliance Audit          Assembly Announcement          Capstone Project          Carbon Footprint Calculator          Carbon Footprint Journal          Energy Patrol Contest          Family Presentation          Green Future Design          HVAC Audit          Home Energy Audit          Lighting Audit          Mr. BAS          Mr. BTU 9-12          My Future Green Career Presentation          Professor Frio          School Audit          Staff Presentation          Water Awareness Posters</p>
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**STRAND / DOMAIN**      **AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects 11-12.**

OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	WHST.1 1-12.1.	Write arguments focused on discipline-specific content.

RELATED CONTENT / EXPECTATION	WHST.11 -12.1.d.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b><u>Alliance to Save Energy</u></b>          9-12 My Future Green Career          Amelia Airflow 9-12          Capstone Project</p>
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**STRAND / DOMAIN**      **AL.WHST. Writing Standards for Literacy in Science, and Technical Subjects 11-12.**

OBJECTIVE / CATEGORY		Text Types and Purposes
STANDARD	WHST.1 1-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

RELATED CONTENT / EXPECTATION	WHST.11 -12.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
RELATED CONTENT / EXPECTATION	WHST.11 -12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
RELATED CONTENT / EXPECTATION	WHST.11 -12.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
RELATED CONTENT / EXPECTATION	WHST.11 -12.2.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.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
RELATED CONTENT / EXPECTATION	WHST.11 -12.2.e.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
<b>STRAND / DOMAIN</b>	<b>AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .11-12.</b>	
<b>OBJECTIVE / CATEGORY</b>	<b>Production and Distribution of Writing</b>	



STANDARD	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Professor Frio  School Audit  Staff Presentation  Water Awareness Posters</p>
STANDARD	WHST.11 -12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
		<p><b><u>Alliance to Save Energy</u></b>  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project</p>
STANDARD	WHST.11 -12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
		<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Assembly Announcement  Capstone Project  Family Presentation  Green Future Design  My Future Green Career Presentation  Staff Presentation</p>
<b>STRAND / DOMAIN</b>	<b>AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .11-12.</b>	
<b>OBJECTIVE / CATEGORY</b>	<b>Research to Build and Present Knowledge</b>	

STANDARD	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.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
STANDARD	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.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
STANDARD	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design

**STRAND / DOMAIN**      **AL.WHST Writing Standards for Literacy in Science, and Technical Subjects .11-12.**

OBJECTIVE / CATEGORY		Range of Writing
STANDARD	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 range of discipline-specific tasks, purposes, and audiences.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation

**Alabama Courses of Study**  
**Social Studies**  
Grade: 3 - Adopted: 2013

**STRAND / DOMAIN**      **AL.3. Geographical and Historical Studies: People, Places, and Regions**

OBJECTIVE / CATEGORY	3.3.	Describe ways the environment is affected by humans in Alabama and the world.
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STANDARD	3.3.1.	Using vocabulary associated with human influence on the environment, including irrigation, aeration, urbanization, reforestation, erosion, and migration.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Environmental Justice Video</a>
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**STRAND / DOMAIN**      **AL.3.      Geographical and Historical Studies: People, Places, and Regions**

<b>OBJECTIVE / CATEGORY</b>	<b>3.7.</b>	<b>Describe the relationship between locations of resources and patterns of population distribution.</b>
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STANDARD	3.7.3.	Explaining the geographic impact of using petroleum, coal, nuclear power, and solar power as major energy sources in the twenty-first century.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Environmental Justice Video</a>
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**Alabama Courses of Study**  
**Social Studies**  
Grade: 6 - Adopted: 2013

**STRAND / DOMAIN**      **AL.RH.6-8.      Reading Standards for Literacy in History/Social Studies**

<b>OBJECTIVE / CATEGORY</b>		<b>Integration of Knowledge and Ideas</b>
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STANDARD	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-8 Environmental Justice Video</a>
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**Alabama Courses of Study**  
**Social Studies**  
Grade: 7 - Adopted: 2013

**STRAND / DOMAIN**      **AL.7.G.      Geography**

<b>OBJECTIVE / CATEGORY</b>	<b>7.G.2.</b>	<b>Determine how regions are used to describe the organization of Earth's surface.</b>
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STANDARD	7.G.2.2.	Interpreting processes and reasons for regional change, including land use, urban growth, population, natural disasters, and trade.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-8 Environmental Justice Video</a>
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**STRAND / DOMAIN**      **AL.7.G.      Geography**

<b>OBJECTIVE / CATEGORY</b>	<b>7.G.3.</b>	<b>Compare geographic patterns in the environment that result from processes within the atmosphere, biosphere, lithosphere, and hydrosphere of Earth's physical systems.</b>
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STANDARD	7.G.3.5.	Comparing geographic issues in different regions that result from human and natural processes.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-8 Environmental Justice Video</a>
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**STRAND / DOMAIN**      **AL.7.G.      Geography**

OBJECTIVE / CATEGORY	7.G.9.	Explain how human actions modify the physical environment within and between places, including how human-induced changes affect the environment.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-8 Environmental Justice Video</a>
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**STRAND / DOMAIN**      **AL.7.C. Civics**

OBJECTIVE / CATEGORY	7.C.10.	<b>Describe individual and civic responsibilities of citizens of the United States.</b>
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STANDARD	7.C.10.1.	Differentiating rights, privileges, duties, and responsibilities between citizens and noncitizens.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-8 Environmental Justice Video</a>
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STANDARD	7.C.10.3.	Explaining character traits that are beneficial to individuals and society.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-8 Environmental Justice Video</a>
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**STRAND / DOMAIN**      **AL.7.C. Civics**

OBJECTIVE / CATEGORY	7.C.12.	<b>Describe how the United States can be improved by individual and group participation in civic and community activities.</b>
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STANDARD	7.C.12.1.	Identifying options for civic and community action.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-8 Environmental Justice Video</a>
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**STRAND / DOMAIN**      **AL.RH.6-8. Reading Standards for Literacy in History/Social Studies**

OBJECTIVE / CATEGORY		<b>Integration of Knowledge and Ideas</b>
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STANDARD	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-8 Environmental Justice Video</a>
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**Alabama Courses of Study**  
**Social Studies**  
Grade: 8 - Adopted: 2013

**STRAND / DOMAIN**      **AL.RH.6-8. Reading Standards for Literacy in History/Social Studies**

OBJECTIVE / CATEGORY		<b>Integration of Knowledge and Ideas</b>
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STANDARD	RH.6-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <b><u>Alliance to Save Energy</u></b> <a href="#">6-8 Environmental Justice Video</a>
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**Social Studies**  
Grade: 9 - Adopted: 2013

**STRAND / DOMAIN**      **AL.9.**      **World History: 1500 to the Present**

<b>OBJECTIVE / CATEGORY</b>	9.17.	<b>Describe emerging democracies from the late twentieth century to the present.</b>
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STANDARD	9.17.1.	Discussing problems and opportunities involving science, technology, and the environment in the late twentieth century.  <u><a href="#">Alliance to Save Energy</a></u> <a href="#">9-12 Environmental Justice Video</a>
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**STRAND / DOMAIN**      **AL.9-12.CWI.**      **Contemporary World Issues and Civic Engagement**

OBJECTIVE / CATEGORY	9-12.CWI.8.	Organize a service-learning project, including research and implementation, that addresses an identified community or global issue having an impact on the quality of life of individuals and groups.  <u><a href="#">Alliance to Save Energy</a></u> <a href="#">9-12 Environmental Justice Video</a>
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**STRAND / DOMAIN**      **AL.9-12.ACT.**      **ACT Course Standards - U.S. HISTORY**

<b>OBJECTIVE / CATEGORY</b>	9-12.ACT.A.	<b>Exploring the Skills and Strategies Underlying U.S. History</b>
<b>STANDARD</b>	9-12.ACT.A.1.	<b>Process Skills</b>

RELATED CONTENT / EXPECTATION	9-12.ACT.A.1.c.	Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps.  <u><a href="#">Alliance to Save Energy</a></u> <a href="#">9-12 Environmental Justice Video</a>
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RELATED CONTENT / EXPECTATION	9-12.ACT.A.1.k.	Analyze how the past influences the lives of individuals and the development of societies.  <u><a href="#">Alliance to Save Energy</a></u> <a href="#">9-12 Environmental Justice Video</a>
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**Alabama Courses of Study**  
**Social Studies**  
Grade: 10 - Adopted: 2013

**STRAND / DOMAIN**      **AL.9-12.CWI.**      **Contemporary World Issues and Civic Engagement**

OBJECTIVE / CATEGORY	9-12.CWI.8.	Organize a service-learning project, including research and implementation, that addresses an identified community or global issue having an impact on the quality of life of individuals and groups.  <u><a href="#">Alliance to Save Energy</a></u> <a href="#">9-12 Environmental Justice Video</a>
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**STRAND / DOMAIN**      **AL.9-12.ACT.**      **ACT Course Standards - U.S. HISTORY**

<b>OBJECTIVE / CATEGORY</b>	<b>9-12.ACT.A</b>	<b>Exploring the Skills and Strategies Underlying U.S. History</b>
<b>STANDARD</b>	<b>9-12.ACT.A.1.</b>	<b>Process Skills</b>

RELATED CONTENT / EXPECTATION 9-12.ACT.A.1.c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps.

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[9-12 Environmental Justice Video](#)

RELATED CONTENT / EXPECTATION 9-12.ACT.A.1.k. Analyze how the past influences the lives of individuals and the development of societies.

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[9-12 Environmental Justice Video](#)

**Alabama Courses of Study  
 Social Studies  
 Grade: 11 - Adopted: 2013**

**STRAND / DOMAIN**      **AL.9-12.CWI.**      **Contemporary World Issues and Civic Engagement**

OBJECTIVE / CATEGORY 9-12.CWI.8. Organize a service-learning project, including research and implementation, that addresses an identified community or global issue having an impact on the quality of life of individuals and groups.

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[9-12 Environmental Justice Video](#)

**STRAND / DOMAIN**      **AL.9-12.ACT.**      **ACT Course Standards - U.S. HISTORY**

<b>OBJECTIVE / CATEGORY</b>	<b>9-12.ACT.A</b>	<b>Exploring the Skills and Strategies Underlying U.S. History</b>
<b>STANDARD</b>	<b>9-12.ACT.A.1.</b>	<b>Process Skills</b>

RELATED CONTENT / EXPECTATION 9-12.ACT.A.1.c. Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps.

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RELATED CONTENT / EXPECTATION 9-12.ACT.A.1.k. Analyze how the past influences the lives of individuals and the development of societies.

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[9-12 Environmental Justice Video](#)

**Alabama Courses of Study  
 Social Studies  
 Grade: 12 - Adopted: 2013**

**STRAND / DOMAIN**      **AL.9-12.CWI.**      **Contemporary World Issues and Civic Engagement**

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OBJECTIVE / CATEGORY      9-12.CWI.8.      Organize a service-learning project, including research and implementation, that addresses an identified community or global issue having an impact on the quality of life of individuals and groups.

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**STRAND / DOMAIN**      **AL.9-12.ACT.**      **ACT Course Standards - U.S. HISTORY**

<b>OBJECTIVE / CATEGORY</b>	9-12.ACT.A.	Exploring the Skills and Strategies Underlying U.S. History
<b>STANDARD</b>	9-12.ACT.A.1.	Process Skills

RELATED CONTENT / EXPECTATION      9-12.ACT.A.1.c.      Interpret timelines of key historical events, people, and periods; locate significant historical places and events on maps.

**Alliance to Save Energy**  
[9-12 Environmental Justice Video](#)

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RELATED CONTENT / EXPECTATION      9-12.ACT.A.1.k.      Analyze how the past influences the lives of individuals and the development of societies.

**Alliance to Save Energy**  
[9-12 Environmental Justice Video](#)