

Main Criteria: California Content Standards
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

California Content Standards
Language Arts
Grade: 3 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE	Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE	Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-
Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Alliance to Save Energy 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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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-
Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Alliance to Save Energy 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Alliance to Save Energy 3-5 Final Presentation & Peer Performance Family Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

CRA.L.4 **Alliance to Save Energy**
 3-8 Custodial Presentation & Pledge
 Assembly Announcement
 Family Presentation
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EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

CRA.L.6 **Alliance to Save Energy**
 3-8 Custodial Presentation & Pledge
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.3.**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND RL.3.5 Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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CONTENT STANDARD / DOMAIN / PART CA.CC.R Reading Standards for Literature L.3.

PERFORMANCE STANDARD / MODE	Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND RL.3.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2–3 text complexity band independently and proficiently.

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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .3.

PERFORMANCE STANDARD / MODE	Key Ideas and Details
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EXPECTATION / SUBSTRAND RI.3.1. Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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EXPECTATION / SUBSTRAND RI.3.2. Determine the main idea of a text; recount the key details and explain how they support the main idea.

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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .3.

PERFORMANCE STANDARD / MODE	Craft and Structure
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EXPECTATION / SUBSTRAND RI.3.4. Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language standards 4-6 for additional expectations.) CA

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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .3.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND RI.3.7. Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).

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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .3.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND RI.3.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2–3 text complexity band independently and proficiently.

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CONTENT STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .3.

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL RF.3.4.a. Read on-level text with purpose and understanding.

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FOUNDATION / PROFICIENCY LEVEL RF.3.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

Alliance to Save Energy

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Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 3.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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FOUNDATION / PROFICIENCY LEVEL W.3.2.a. Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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FOUNDATION / PROFICIENCY LEVEL W.3.2.b. Develop the topic with facts, definitions, and details.

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FOUNDATION / PROFICIENCY LEVEL W.3.2.c. Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.

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FOUNDATION / PROFICIENCY LEVEL W.3.2.d. Provide a concluding statement or section.

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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 3.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

FOUNDATION / PROFICIENCY LEVEL W.3.3.b. Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 3.**

PERFORMANCE STANDARD / MODE	Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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[3-5 Final Presentation & Peer Performance](#)
[3-5 My Future Green Career](#)
[3-8 Custodial Presentation & Pledge](#)
 Assembly Announcement
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EXPECTATION / SUBSTRAND	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 3.)
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- Alliance to Save Energy**
[3-5 Explore Renewables Energy Poster Project](#)
[3-5 Final Presentation & Peer Performance](#)
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 3.**

PERFORMANCE STANDARD / MODE	Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.3.7.	Conduct short research projects that build knowledge about a topic.
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- Alliance to Save Energy**
[3-5 Explore Renewables Energy Poster Project](#)
[3-5 My Future Green Career](#)

EXPECTATION / SUBSTRAND	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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- Alliance to Save Energy**
[3-5 Explore Renewables Energy Poster Project](#)
[3-5 My Future Green Career](#)

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 3.**

PERFORMANCE STANDARD / MODE	Range of Writing
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EXPECTATION / SUBSTRAND W.3.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

Alliance to Save Energy

- 3-5 Explore Renewables Energy Poster Project
- 3-5 Final Presentation & Peer Performance
- Assembly Announcement
- Carbon Footprint Journal
- Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .3.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL SL.3.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

Alliance to Save Energy

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FOUNDATION / PROFICIENCY LEVEL SL.3.1.b. Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).

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

FOUNDATION / PROFICIENCY LEVEL SL.3.1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

Alliance to Save Energy

- 3-5 Explore Renewables Energy Poster Project
- 3-5 Final Presentation & Peer Performance
- 3-8 Custodial Presentation & Pledge
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- Staff Presentation

FOUNDATION / PROFICIENCY LEVEL	SL.3.1.d.	Explain their own ideas and understanding in light of the discussion. <u>Alliance to Save Energy</u> 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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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .3.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	SL.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .3.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.
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FOUNDATION / PROFICIENCY LEVEL	SL.3.4.a.	Plan and deliver an informative/ explanatory presentation on a topic that: organizes ideas around major points of information, follows a logical sequence, includes supporting details, uses clear and specific vocabulary, and provides a strong conclusion. CA <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 3.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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FOUNDATION / PROFICIENCY LEVEL L.3.3.a. Choose words and phrases for effect.

Alliance to Save Energy
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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 3.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

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 Family Presentation
 Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 3.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.3.6.	Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

Alliance to Save Energy
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 Staff Presentation

**California Content Standards
 Language Arts
 Grade: 4 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.R. College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.R. College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.R. College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE	Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE	Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy.C CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Alliance to Save Energy 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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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Alliance to Save Energy 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Alliance to Save Energy 3-5 Final Presentation & Peer Performance Family Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.R L.4. Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RL.4.3.	Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions). Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.R L.4. Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	RL.4.5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.R L.4. Reading Standards for Literature

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND RL.4.10. By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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

CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE

Key Ideas and Details

EXPECTATION / SUBSTRAND RI.4.1. Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.

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

EXPECTATION / SUBSTRAND RI.4.2. Determine the main idea of a text and explain how it is supported by key details; summarize the text.

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

CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE

Craft and Structure

EXPECTATION / SUBSTRAND RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language standards 4-6 for additional expectations.) CA

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

CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .4.

PERFORMANCE STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.
		<p><u>Alliance to Save Energy</u> Family Presentation Staff Presentation</p>

EXPECTATION / SUBSTRAND	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .4.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4–5 text complexity band proficiently, with scaffolding as needed at the high end of the range.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

CONTENT STANDARD / DOMAIN / PART **CA.CC.RF Reading Standards: Foundational Skills .4.**

PERFORMANCE STANDARD / MODE		Fluency
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EXPECTATION / SUBSTRAND	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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FOUNDATION / PROFICIENCY LEVEL	RF.4.4.a.	Read on-level text with purpose and understanding.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

FOUNDATION / PROFICIENCY LEVEL	RF.4.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

FOUNDATION / PROFICIENCY LEVEL	W.4.2.a.	<p>Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><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</p>
FOUNDATION / PROFICIENCY LEVEL	W.4.2.b.	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><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</p>
FOUNDATION / PROFICIENCY LEVEL	W.4.2.c.	<p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><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</p>
FOUNDATION / PROFICIENCY LEVEL	W.4.2.d.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><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</p>
FOUNDATION / PROFICIENCY LEVEL	W.4.2.e.	<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><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</p>

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	W.4.4.	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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EXPECTATION / SUBSTRAND	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 4.) <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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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 4.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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EXPECTATION / SUBSTRAND	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes, paraphrase, and categorize information, and provide a list of sources. CA <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 4.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / PROFICIENCY LEVEL	W.4.9.a.	Apply grade 4 Reading Standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

FOUNDATION / PROFICIENCY LEVEL	W.4.9.b.	Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 4.**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		<p><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</p>

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards 4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others’ ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.4.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
		<p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation</p>

FOUNDATION / PROFICIENCY LEVEL	SL.4.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.c.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	SL.4.1.d.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .4.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .4.**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND SL.4.6. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 for specific expectations.)

Alliance to Save Energy

- 3-5 Explore Renewables Energy Poster Project
- 3-5 Final Presentation & Peer Performance
- 3-8 Custodial Presentation & Pledge
- Assembly Announcement
- Poster Campaign
- Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 4.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.4.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL L.4.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

Alliance to Save Energy

- 3-5 Explore Renewables Energy Poster Project
- 3-5 My Future Green Career
- 3-8 Custodial Presentation & Pledge
- Carbon Footprint Journal
- Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 4.

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.4.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / PROFICIENCY LEVEL L.4.3.a. Choose words and phrases to convey ideas precisely.

Alliance to Save Energy

- 3-5 Explore Renewables Energy Poster Project
- 3-5 Final Presentation & Peer Performance
- Assembly Announcement
- Carbon Footprint Journal
- Staff Presentation

FOUNDATION / PROFICIENCY LEVEL L.4.3.c. Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

Alliance to Save Energy

- 3-5 Explore Renewables Energy Poster Project
- 3-5 Final Presentation & Peer Performance
- 3-8 Custodial Presentation & Pledge
- Assembly Announcement
- Poster Campaign
- Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.4.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 4 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL L.4.4.a. Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.

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

CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 4.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND L.4.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

Alliance to Save Energy
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**California Content Standards
 Language Arts
 Grade: 5 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND CCSS.EL A-Literacy.C Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

CRA.R.2 **Alliance to Save Energy**
 3-8 Custodial Presentation & Pledge
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 Staff Presentation

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.R. College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.R. College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.R. College and Career Readiness Anchor Standards for Reading**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.W. College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND CCSS.EL A- Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
Literacy.C

- CRA.W.2 **Alliance to Save Energy**
 3-5 Explore Renewables Energy Poster Project
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CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Writing
A- Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND CCSS.EL A- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Literacy.C

- CRA.W.4 **Alliance to Save Energy**
 3-5 Explore Renewables Energy Poster Project
 3-5 Final Presentation & Peer Performance
 3-5 My Future Green Career
 3-8 Custodial Presentation & Pledge
 Assembly Announcement
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 Staff Presentation

EXPECTATION / SUBSTRAND CCSS.EL A- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
Literacy.C

- CRA.W.5 **Alliance to Save Energy**
 3-5 Explore Renewables Energy Poster Project
 3-5 Final Presentation & Peer Performance
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 Staff Presentation

CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Writing
A- Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND CCSS.EL A- Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
Literacy.C

- CRA.W.7 **Alliance to Save Energy**
 3-5 Explore Renewables Energy Poster Project
 3-5 My Future Green Career

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Alliance to Save Energy 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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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE	Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Family Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE	Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE	Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R L.5. Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4–5 text complexity band independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5. Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5. Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language standards 4-6 for additional expectations.) CA
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .5. Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND RI.5.8. Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).

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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .5.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND RI.5.10. By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4–5 text complexity band independently and proficiently.

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CONTENT STANDARD / DOMAIN / PART CA.CC.RF Reading Standards: Foundational Skills .5.

PERFORMANCE STANDARD / MODE		Fluency
EXPECTATION / SUBSTRAND	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.

FOUNDATION / PROFICIENCY LEVEL RF.5.4.a. Read on-level text with purpose and understanding.

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FOUNDATION / PROFICIENCY LEVEL RF.5.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 5.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
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FOUNDATION / PROFICIENCY LEVEL	W.5.2.a.	<p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation</p>
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FOUNDATION / PROFICIENCY LEVEL	W.5.2.b.	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><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</p>
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FOUNDATION / PROFICIENCY LEVEL	W.5.2.c.	<p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</p> <p><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</p>
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FOUNDATION / PROFICIENCY LEVEL	W.5.2.d.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><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</p>
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FOUNDATION / PROFICIENCY LEVEL	W.5.2.e.	<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><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</p>
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

PERFORMANCE STANDARD / MODE	Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	W.5.4.	Produce clear and coherent writing (including multiple-paragraph texts) in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) CA <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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EXPECTATION / SUBSTRAND	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 5.) <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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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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EXPECTATION / SUBSTRAND	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 5.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

FOUNDATION / PROFICIENCY LEVEL	W.5.9.b.	Apply grade 5 Reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]"). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 5.

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <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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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. <u>Alliance to Save Energy</u> 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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FOUNDATION / PROFICIENCY LEVEL	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles. <u>Alliance to Save Energy</u> 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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FOUNDATION / PROFICIENCY LEVEL	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others. <u>Alliance to Save Energy</u> 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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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.

FOUNDATION / PROFICIENCY LEVEL	SL.5.4.a.	Plan and deliver an opinion speech that: states an opinion, logically sequences evidence to support the speaker's position, uses transition words to effectively link opinions and evidence (e.g., consequently and therefore), and provides a concluding statement related to the speaker's position. CA <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .5.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	SL.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance
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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 5.

PERFORMANCE STANDARD / MODE		Conventions of Standard English
EXPECTATION / SUBSTRAND	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

FOUNDATION / PROFICIENCY LEVEL L.5.1.d. Recognize and correct inappropriate shifts in verb tense.

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 5.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL L.5.4.a. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 5.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.
 A-
 Literacy.C **Alliance to Save Energy**
 CRA.R.10 3-8 Custodial Presentation & Pledge
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CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Writing
 A-
 Literacy.
 CCRA.W.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
 A-
 Literacy.C
 CRA.W.2 **Alliance to Save Energy**
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CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Writing
 A-
 Literacy.
 CCRA.W.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
 A-
 Literacy.C
 CRA.W.4 **Alliance to Save Energy**
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EXPECTATION / SUBSTRAND CCSS.EL Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
 A-
 Literacy.C **Alliance to Save Energy**
 CRA.W.5 6-12 Final Presentation & Peer Performance
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CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Writing
 A-
 Literacy.
 CCRA.W.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Range of Writing
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.C CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 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

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-
Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Alliance to Save Energy 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Alliance to Save Energy 6-12 Final Presentation & Peer Performance Family Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-
Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R L.6. Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R L.6. Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .6. Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .6.

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings. (See grade 6 Language standards 4–6 for additional expectations.) CA <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .6.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 6.**

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

FOUNDATION / PROFICIENCY LEVEL W.6.2.a. Introduce a topic or thesis statement; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

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FOUNDATION / PROFICIENCY LEVEL W.6.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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FOUNDATION / PROFICIENCY LEVEL W.6.2.c. Use appropriate transitions to clarify the relationships among ideas and concepts.

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FOUNDATION / PROFICIENCY LEVEL W.6.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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FOUNDATION / PROFICIENCY LEVEL W.6.2.f. Provide a concluding statement or section that follows from the information or explanation presented.

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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 6.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND W.6.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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EXPECTATION / SUBSTRAND W.6.5. 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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 6.)

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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 6.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

- Alliance to Save Energy**
 6-8 Explore Renewables Energy Poster Project
 6-8 My Future Green Career

CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 6.

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .6.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL SL.6.1.a. Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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FOUNDATION / PROFICIENCY LEVEL SL.6.1.b. Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.

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FOUNDATION / PROFICIENCY LEVEL SL.6.1.c. Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .6.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.6.4.	Present claims and findings (e.g., argument, narrative, informative, response to literature presentations), sequencing ideas logically and using pertinent descriptions, facts, and details and nonverbal elements to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.CA

FOUNDATION / PROFICIENCY LEVEL SL.6.4.a. Plan and deliver an informative/explanatory presentation that develops a topic with relevant facts, definitions, and concrete details; uses appropriate transitions to clarify relationships; uses precise language and domain specific vocabulary; and provides a strong conclusion. CA

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .6.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND SL.6.5. Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.

Alliance to Save Energy
6-12 Final Presentation & Peer Performance

CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 6.

PERFORMANCE STANDARD / MODE		Conventions of Standards English
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EXPECTATION / SUBSTRAND	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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FOUNDATION / PROFICIENCY LEVEL L.6.1.d. Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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FOUNDATION / PROFICIENCY LEVEL L.6.1.e. Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 6.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.
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FOUNDATION / PROFICIENCY LEVEL L.6.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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FOUNDATION / PROFICIENCY LEVEL	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CA.CC.L. 6.	Language Standards
PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use

EXPECTATION / SUBSTRAND	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**California Content Standards
Language Arts
Grade: 7 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Key Ideas and Details

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
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PERFORMANCE STANDARD / MODE		Craft and Structure
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE		Text Types and Purposes

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE	Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
PERFORMANCE STANDARD / MODE	Research to Build and Present Knowledge	

EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C
 Draw evidence from literary or informational texts to support analysis, reflection, and research.

CRA.W.9 **Alliance to Save Energy**
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CONTENT STANDARD / DOMAIN / PART CCSS.EL A- Literacy. CCRA.W.
College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE	Range of Writing
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EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C
 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

CRA.W.1 0 **Alliance to Save Energy**
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CONTENT STANDARD / DOMAIN / PART CCSS.EL A- Literacy. CCRA.SL.
College and Career Readiness Anchor Standards for Speaking and Listening

PERFORMANCE STANDARD / MODE	Comprehension and Collaboration
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EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C
 Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.

CRA.SL.1 **Alliance to Save Energy**
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EXPECTATION / SUBSTRAND CCSS.EL A- Literacy.C
 Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.

CRA.SL.2 **Alliance to Save Energy**
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 6-8 My Future Green Career

CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.ELA-Literacy.CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R L.7. Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R L.7. Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	RL.7.7.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R L.7. Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .7. Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND RI.7.1. Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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EXPECTATION / SUBSTRAND RI.7.3. Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).

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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .7.

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND RI.7.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language standards 4–6 for additional expectations.) CA

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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 7.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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FOUNDATION / PROFICIENCY LEVEL W.7.2.a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

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FOUNDATION / PROFICIENCY LEVEL	W.7.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	W.7.2.c.	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	W.7.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	W.7.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 7.**

PERFORMANCE STANDARD / MODE	Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Alliance to Save Energy</u> 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
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EXPECTATION / SUBSTRAND	W.7.5.	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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 7.)
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 7.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
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EXPECTATION / SUBSTRAND	W.7.8.	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.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 7.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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FOUNDATION / PROFICIENCY LEVEL	W.7.9.b.	Apply grade 7 Reading standards to literary nonfiction (e.g. “Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims”).
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 7.**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND W.7.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .7.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.

FOUNDATION / PROFICIENCY LEVEL SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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FOUNDATION / PROFICIENCY LEVEL SL.7.1.b. Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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FOUNDATION / PROFICIENCY LEVEL SL.7.1.c. Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.

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FOUNDATION / PROFICIENCY LEVEL SL.7.1.d. Acknowledge new information expressed by others and, when warranted, modify their own views.

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .7.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.7.4.	Present claims and findings (e.g., argument, narrative, summary presentations), emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. CA

FOUNDATION / PROFICIENCY LEVEL SL.7.4.a. Plan and present an argument that: supports a claim, acknowledges counterarguments, organizes evidence logically, uses words and phrases to create cohesion, and provides a concluding statement that supports the argument presented. CA

Alliance to Save Energy
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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .7.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND SL.7.5. Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.

Alliance to Save Energy
 6-12 Final Presentation & Peer Performance

CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 7.

PERFORMANCE STANDARD / MODE		Knowledge of Language
EXPECTATION / SUBSTRAND	L.7.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

FOUNDATION / PROFICIENCY LEVEL L.7.3.a. Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 7.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.7.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL	L.7.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOUNDATION / PROFICIENCY LEVEL	L.7.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 7.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**California Content Standards
Language Arts
Grade: 8 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Craft and Structure

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.R.	College and Career Readiness Anchor Standards for Reading
PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CCSS.EL A- Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 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
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE	Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE	Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE	Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND CCSS.ELA-Literacy.CRA.L.6 Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

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CONTENT STANDARD / DOMAIN / PART **CA.CC.R L.8. Reading Standards for Literature**

PERFORMANCE STANDARD / MODE	Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND RL.8.10. By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.

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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .8. Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE	Key Ideas and Details
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EXPECTATION / SUBSTRAND RI.8.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .8. Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE	Craft and Structure
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EXPECTATION / SUBSTRAND RI.8.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language standards 4–6 for additional expectations.) CA

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[Staff Presentation](#)

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.8.2.	Write informative/explanatory texts, including career development documents (e.g., simple business letters and job applications), to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. CA

FOUNDATION / PROFICIENCY LEVEL W.8.2.a. Introduce a topic or thesis statement clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. CA

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- 6-8 Explore Renewables Energy Poster Project
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FOUNDATION / PROFICIENCY LEVEL W.8.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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- 6-12 Final Presentation & Peer Performance
- 6-8 Explore Renewables Energy Poster Project
- 6-8 My Future Green Career
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FOUNDATION / PROFICIENCY LEVEL W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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- Assembly Announcement
- Carbon Footprint Journal
- Staff Presentation

FOUNDATION / PROFICIENCY LEVEL W.8.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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- 6-8 Explore Renewables Energy Poster Project
- Assembly Announcement
- Carbon Footprint Journal
- Staff Presentation

FOUNDATION / PROFICIENCY LEVEL	W.8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 8.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Alliance to Save Energy</u> 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
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EXPECTATION / SUBSTRAND	W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grade 8.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 8.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.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. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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EXPECTATION / SUBSTRAND	W.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><u>Alliance to Save Energy</u> 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</p>

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 8.**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .8.**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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FOUNDATION / PROFICIENCY LEVEL	SL.8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation</p>

FOUNDATION / PROFICIENCY LEVEL	SL.8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation</p>

FOUNDATION / PROFICIENCY LEVEL	SL.8.1.c.	<p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation</p>
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FOUNDATION / PROFICIENCY LEVEL	SL.8.1.d.	<p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation</p>
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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .8.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	SL.8.5.	<p>Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance</p>
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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 8.

PERFORMANCE STANDARD / MODE		Conventions of Standards English
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EXPECTATION / SUBSTRAND	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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FOUNDATION / PROFICIENCY LEVEL	L.8.1.d.	<p>Recognize and correct inappropriate shifts in verb voice and mood.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 8.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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FOUNDATION / PROFICIENCY LEVEL	L.8.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOUNDATION / PROFICIENCY LEVEL	L.8.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 8.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**California Content Standards
Language Arts
Grade: 9 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND CCSS.EL Analyze how and why individuals, events, or ideas develop and interact over the course of a text.
A-
Literacy.C **Alliance to Save Energy**
CRA.R.3 9-12 Custodial Presentation & Pledge
Assembly Announcement
Family Presentation
Staff Presentation

CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE Craft and Structure

EXPECTATION / SUBSTRAND CCSS.EL Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
A-
Literacy.C
CRA.R.4 **Alliance to Save Energy**
9-12 Custodial Presentation & Pledge
Assembly Announcement
Family Presentation
Staff Presentation

CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND CCSS.EL Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
A-
Literacy.C
CRA.R.7 **Alliance to Save Energy**
9-12 Custodial Presentation & Pledge
Assembly Announcement
Family Presentation
Staff Presentation

CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Reading
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE Range of Reading and Level of Text Complexity

EXPECTATION / SUBSTRAND CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.
A-
Literacy.C **Alliance to Save Energy**
CRA.R.10 9-12 Custodial Presentation & Pledge
Assembly Announcement
Family Presentation
Staff Presentation

CONTENT STANDARD / DOMAIN / PART CCSS.EL College and Career Readiness Anchor Standards for Writing
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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 Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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 Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy.CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.W. College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 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
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 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
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.SL. College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE	Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Alliance to Save Energy 6-12 Final Presentation & Peer Performance Family Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE	Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Alliance to Save Energy 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE	Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R L.9-10. Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. <u>Alliance to Save Energy</u> Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .9-10. Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .9-10.

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 9-10.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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FOUNDATION / PROFICIENCY LEVEL W.9-10.2.a. Introduce a topic or thesis statement; organize complex 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. CA

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FOUNDATION / PROFICIENCY LEVEL W.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.

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FOUNDATION / PROFICIENCY LEVEL W.9-10.2.c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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FOUNDATION / PROFICIENCY LEVEL	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOUNDATION / PROFICIENCY LEVEL	W.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). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 9-10.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Alliance to Save Energy</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
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EXPECTATION / SUBSTRAND	W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) <u>Alliance to Save Energy</u> 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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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 9-10.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.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. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	W.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 including footnotes and endnotes. CA <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 9-10.

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 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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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards 9-10.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <u>Alliance to Save Energy</u> 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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FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.b.	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
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FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><u>Alliance to Save Energy</u> 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</p>
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FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><u>Alliance to Save Energy</u> 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</p>
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .9-10.**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

FOUNDATION / PROFICIENCY LEVEL	SL.9-10.4.a.	<p>Plan and deliver an informative/explanatory presentation that presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) CA</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .9-10.**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 9-10.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
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FOUNDATION / PROFICIENCY LEVEL L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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FOUNDATION / PROFICIENCY LEVEL L.9-10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 9-10.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently. Alliance to Save Energy 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 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 Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.W.	College and Career Readiness Anchor Standards for Writing
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PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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 Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE	Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE	Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 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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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening A-Literacy. CCRA.SL.**

PERFORMANCE STANDARD / MODE	Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 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
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.SL.** **College and Career Readiness Anchor Standards for Speaking and Listening**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Alliance to Save Energy 6-12 Final Presentation & Peer Performance Family Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.L.** **College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Alliance to Save Energy 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A-Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE	Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.9-10.**

PERFORMANCE STANDARD / MODE	Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently. <u>Alliance to Save Energy</u> Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .9-10.**

PERFORMANCE STANDARD / MODE	Key Ideas and Details
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EXPECTATION / SUBSTRAND	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND RI.9-10.2. Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .9-10.

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grade 9–10 Language standards 4–6 for additional expectations.) CA

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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 9-10.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

FOUNDATION / PROFICIENCY LEVEL W.9-10.2.a. Introduce a topic or thesis statement; organize complex 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. CA

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FOUNDATION / PROFICIENCY LEVEL W.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.

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FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	W.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). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 9-10.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
EXPECTATION / SUBSTRAND	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Alliance to Save Energy</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
EXPECTATION / SUBSTRAND	W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 9-10.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND W.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.

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EXPECTATION / SUBSTRAND W.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 including footnotes and endnotes. CA

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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 9-10.

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND W.9-10.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards 9-10.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.a.	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><u>Alliance to Save Energy</u> 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</p>
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.b.	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.c.	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><u>Alliance to Save Energy</u> 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</p>
FOUNDATION / PROFICIENCY LEVEL	SL.9-10.1.d.	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><u>Alliance to Save Energy</u> 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</p>

CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .9-10.**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task. CA

FOUNDATION / PROFICIENCY LEVEL SL.9-10.4.a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.) CA

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .9-10.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND SL.9-10.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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- 6-12 Final Presentation & Peer Performance
- Family Presentation

CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 9-10.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
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FOUNDATION / PROFICIENCY LEVEL L.9-10.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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FOUNDATION / PROFICIENCY LEVEL L.9-10.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 9-10.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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California Content Standards
Language Arts
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.3	Analyze how and why individuals, events, or ideas develop and interact over the course of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE	Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.7	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE	Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.R.10	Read and comprehend complex literary and informational texts independently and proficiently. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE	Text Types and Purposes
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</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
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing A-Literacy. CCRA.W.**

PERFORMANCE STANDARD / MODE	Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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 Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE	Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.C CRA.W.** **College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 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
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 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
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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CONTENT STANDARD / DOMAIN / PART	CCSS.EL A-Literacy. CCRA.SL.	College and Career Readiness Anchor Standards for Speaking and Listening
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PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. Alliance to Save Energy 6-12 Final Presentation & Peer Performance Family Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A- Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. Alliance to Save Energy 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language A- Literacy. CCRA.L.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. Alliance to Save Energy 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. Alliance to Save Energy 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R Reading Standards for Literature L.11-12.**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .11-12.**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
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EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .11-12.**

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI Reading Standards for Informational Text .11-12.**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

Alliance to Save Energy

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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 11-12.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

FOUNDATION / PROFICIENCY LEVEL W.11-12.2.a. Introduce a topic or thesis statement; 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. CA

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

FOUNDATION / PROFICIENCY LEVEL W.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.

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6-12 Final Presentation & Peer Performance

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Staff Presentation

FOUNDATION / PROFICIENCY LEVEL W.11-12.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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FOUNDATION / PROFICIENCY LEVEL W.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.

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FOUNDATION / PROFICIENCY LEVEL	W.11-12.2.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). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 11-12.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Alliance to Save Energy</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
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EXPECTATION / SUBSTRAND	W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) <u>Alliance to Save Energy</u> 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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CONTENT STANDARD / DOMAIN / PART **CA.CC.W. Writing Standards 11-12.**

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.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. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	W.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 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 including footnotes and endnotes. CA
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 11-12.

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards 11-12.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
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FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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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

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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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

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.1.c.	<p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><u>Alliance to Save Energy</u> 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</p>
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .11-12.**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.11-12.4.	Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

FOUNDATION / PROFICIENCY LEVEL	SL.11-12.4.a.	<p>Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) CA</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
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FOUNDATION / PROFICIENCY LEVEL	SL.11-12.4.b.	<p>Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.) CA</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
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CONTENT STANDARD / DOMAIN / PART **CA.CC.SL Speaking and Listening Standards .11-12.**

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 11-12.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
EXPECTATION / SUBSTRAND	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL L.11-12.4.a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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FOUNDATION / PROFICIENCY LEVEL L.11-12.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 11-12.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND L.11-12.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE	Key Ideas and Details
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<p>EXPECTATION / SUBSTRAND</p>	<p>CCSS.EL A-Literacy.C CRA.R.2</p>	<p>Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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<p>EXPECTATION / SUBSTRAND</p>	<p>CCSS.EL A-Literacy.C CRA.R.3</p>	<p>Analyze how and why individuals, events, or ideas develop and interact over the course of a text.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE	Craft and Structure
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<p>EXPECTATION / SUBSTRAND</p>	<p>CCSS.EL A-Literacy.C CRA.R.4</p>	<p>Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading A-Literacy. CCRA.R.**

PERFORMANCE STANDARD / MODE	Integration of Knowledge and Ideas
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<p>EXPECTATION / SUBSTRAND</p>	<p>CCSS.EL A-Literacy.C CRA.R.7</p>	<p>Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Reading**
A-
Literacy.
CCRA.R.

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND CCSS.EL Read and comprehend complex literary and informational texts independently and proficiently.
A-
Literacy.C **Alliance to Save Energy**
CRA.R.10 9-12 Custodial Presentation & Pledge
Assembly Announcement
Family Presentation
Staff Presentation

CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND CCSS.EL Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
A-
Literacy.C
CRA.W.2 **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
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Writing**
A-
Literacy.
CCRA.W.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND CCSS.EL Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
A-
Literacy.C
CRA.W.4 **Alliance to Save Energy**
6-12 Final Presentation & Peer Performance
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9-12 Explore Renewables Energy Poster Project
9-12 My Future Green Career
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. 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
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A- Literacy. CCRA.W. College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE	Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. Alliance to Save Energy 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A- Literacy. CCRA.W. College and Career Readiness Anchor Standards for Writing**

PERFORMANCE STANDARD / MODE	Range of Writing
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EXPECTATION / SUBSTRAND	CCSS.EL A- Literacy.C CRA.W.1 0	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. 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
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE	Comprehension and Collaboration
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.1	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <u>Alliance to Save Energy</u> 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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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.2	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Speaking and Listening**
A-Literacy.
CCRA.SL.

PERFORMANCE STANDARD / MODE	Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.4	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.SL.5	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL College and Career Readiness Anchor Standards for Language**
A-Literacy.
CCRA.L.

PERFORMANCE STANDARD / MODE	Knowledge of Language
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.3	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CCSS.EL A-Literacy.CCRA.L. College and Career Readiness Anchor Standards for Language**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	CCSS.EL A-Literacy.C CRA.L.6	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.R L.11-12. Reading Standards for Literature**

PERFORMANCE STANDARD / MODE		Range of Reading and Level of Text Complexity
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EXPECTATION / SUBSTRAND	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently. <u>Alliance to Save Energy</u> Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.RI .11-12. Reading Standards for Informational Text**

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RI.11-12.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / SUBSTRAND	RI.11-12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .11-12.

PERFORMANCE STANDARD / MODE		Craft and Structure
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EXPECTATION / SUBSTRAND	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grade 11–12 Language standards 4–6 for additional expectations.) CA <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.CC.RI Reading Standards for Informational Text .11-12.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 11-12.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
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EXPECTATION / SUBSTRAND	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.a.	Introduce a topic or thesis statement; 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. CA <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	W.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. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	W.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. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOUNDATION / PROFICIENCY LEVEL	W.11- 12.2.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). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
CONTENT STANDARD / DOMAIN / PART	CA.CC.W. Writing Standards 11-12.	

PERFORMANC E STANDARD / MODE	Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Alliance to Save Energy</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
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EXPECTATION / SUBSTRAND	W.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. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.) <u>Alliance to Save Energy</u> 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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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 11-12.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	W.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. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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EXPECTATION / SUBSTRAND	W.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 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 including footnotes and endnotes. CA <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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CONTENT STANDARD / DOMAIN / PART CA.CC.W. Writing Standards 11-12.

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND W.11-12.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .11-12.

PERFORMANCE STANDARD / MODE		Comprehension and Collaboration
EXPECTATION / SUBSTRAND	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

FOUNDATION / PROFICIENCY LEVEL SL.11-12.1.a. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

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FOUNDATION / PROFICIENCY LEVEL SL.11-12.1.b. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.

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FOUNDATION / PROFICIENCY LEVEL SL.11-12.1.c. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .11-12.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
EXPECTATION / SUBSTRAND	SL.11-12.4.	Present information, findings, and supporting evidence (e.g., reflective, historical investigation, response to literature presentations), conveying a clear and distinct perspective and a logical argument, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. Use appropriate eye contact, adequate volume, and clear pronunciation. CA

FOUNDATION / PROFICIENCY LEVEL SL.11-12.4.a. Plan and deliver a reflective narrative that: explores the significance of a personal experience, event, or concern; uses sensory language to convey a vivid picture; includes appropriate narrative techniques (e.g., dialogue, pacing, description); and draws comparisons between the specific incident and broader themes. (11th or 12th grade.) CA

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FOUNDATION / PROFICIENCY LEVEL SL.11-12.4.b. Plan and present an argument that: supports a precise claim; provides a logical sequence for claims, counterclaims, and evidence; uses rhetorical devices to support assertions (e.g., analogy, appeal to logic through reasoning, appeal to emotion or ethical belief); uses varied syntax to link major sections of the presentation to create cohesion and clarity; and provides a concluding statement that supports the argument presented. (11th or 12th grade.) CA

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CONTENT STANDARD / DOMAIN / PART CA.CC.SL Speaking and Listening Standards .11-12.

PERFORMANCE STANDARD / MODE		Presentation of Knowledge and Ideas
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EXPECTATION / SUBSTRAND SL.11-12.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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CONTENT STANDARD / DOMAIN / PART CA.CC.L. Language Standards 11-12.

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND L.11-12.4. Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.

FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOUNDATION / PROFICIENCY LEVEL	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.CC.L. Language Standards 11-12.**

PERFORMANCE STANDARD / MODE		Vocabulary Acquisition and Use
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EXPECTATION / SUBSTRAND	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**California Content Standards
Mathematics
Grade: 3 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART **CA.CC.3. Operations and Algebraic Thinking OA.**

PERFORMANCE STANDARD / MODE		Represent and solve problems involving multiplication and division.
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<p>EXPECTATION / SUBSTRAND</p>	<p>3.OA.3.</p>	<p>Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.</p> <p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit</p>
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CONTENT STANDARD / DOMAIN / PART **CA.CC.3. Operations and Algebraic Thinking**
OA.

<p>PERFORMANCE STANDARD / MODE</p>		<p>Multiply and divide within 100.</p>
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<p>EXPECTATION / SUBSTRAND</p>	<p>3.OA.7.</p>	<p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit</p>
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CONTENT STANDARD / DOMAIN / PART **CA.CC.3. Operations and Algebraic Thinking**
OA.

<p>PERFORMANCE STANDARD / MODE</p>		<p>Solve problems involving the four operations, and identify and explain patterns in arithmetic.</p>
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<p>EXPECTATION / SUBSTRAND</p>	<p>3.OA.8.</p>	<p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit</p>
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CONTENT STANDARD / DOMAIN / PART **CA.CC.3. Number and Operations in Base Ten**
NBT.

<p>PERFORMANCE STANDARD / MODE</p>		<p>Use place value understanding and properties of operations to perform multi-digit arithmetic.</p>
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EXPECTATION / SUBSTRAND	3.NBT.1.	Use place value understanding to round whole numbers to the nearest 10 or 100.
		<u>Alliance to Save Energy</u> 3-5 Energy Audit Video

EXPECTATION / SUBSTRAND	3.NBT.2.	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.3. Number and Operations—Fractions NF.**

PERFORMANCE STANDARD / MODE		Develop understanding of fractions as numbers.
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EXPECTATION / SUBSTRAND	3.NF.1.	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$.
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CONTENT STANDARD / DOMAIN / PART **CA.CC.3. Number and Operations—Fractions NF.**

PERFORMANCE STANDARD / MODE		Develop understanding of fractions as numbers.
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EXPECTATION / SUBSTRAND	3.NF.3.	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
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FOUNDATION / PROFICIENCY LEVEL	3.NF.3.c.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$; recognize that $6/1 = 6$; locate $4/4$ and 1 at the same point of a number line diagram.
		<u>Alliance to Save Energy</u> 3-5 Shower Audit Calculations

CONTENT STANDARD / DOMAIN / PART **CA.CC.3. Measurement and Data MD.**

PERFORMANCE STANDARD / MODE		Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
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EXPECTATION / SUBSTRAND	3.MD.1.	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.
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Mathematics

Grade: 4 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART CA.CC.4. Operations and Algebraic Thinking OA.

PERFORMANCE STANDARD / MODE		Use the four operations with whole numbers to solve problems.
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EXPECTATION / SUBSTRAND 4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.

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EXPECTATION / SUBSTRAND 4.OA.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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CONTENT STANDARD / DOMAIN / PART CA.CC.4. Number and Operations in Base Ten NBT.

PERFORMANCE STANDARD / MODE		Generalize place value understanding for multi-digit whole numbers.
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EXPECTATION / SUBSTRAND 4.NBT.2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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EXPECTATION / SUBSTRAND 4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.

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CONTENT STANDARD / DOMAIN / PART CA.CC.4. Number and Operations in Base Ten NBT.

PERFORMANCE STANDARD / MODE		Use place value understanding and properties of operations to perform multi-digit arithmetic.
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EXPECTATION / SUBSTRAND 4.NBT.4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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EXPECTATION / SUBSTRAND 4.NBT.5. Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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EXPECTATION / SUBSTRAND 4.NBT.6. Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.

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CONTENT STANDARD / DOMAIN / PART CA.CC.4. Number and Operations—Fractions NF.

PERFORMANCE STANDARD / MODE		Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
EXPECTATION / SUBSTRAND	4.NF.4.	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

FOUNDATION / PROFICIENCY LEVEL 4.NF.4.a. Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.

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FOUNDATION / PROFICIENCY LEVEL 4.NF.4.b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)

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FOUNDATION / PROFICIENCY LEVEL 4.NF.4.c. Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $\frac{3}{8}$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?

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California Content Standards

Mathematics

Grade: 5 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART CA.CC.5. Number and Operations in Base Ten NBT.

PERFORMANCE STANDARD / MODE	Perform operations with multi-digit whole numbers and with decimals to hundredths.
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EXPECTATION / SUBSTRAND 5.NBT.5. Fluently multiply multi-digit whole numbers using the standard algorithm.

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CONTENT STANDARD / DOMAIN / PART CA.CC.5. Number and Operations—Fractions NF.

PERFORMANCE STANDARD / MODE	Use equivalent fractions as a strategy to add and subtract fractions.
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EXPECTATION / SUBSTRAND 5.NF.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.

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CONTENT STANDARD / DOMAIN / PART CA.CC.5. Number and Operations—Fractions NF.

PERFORMANCE STANDARD / MODE	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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EXPECTATION / SUBSTRAND 5.NF.3. Interpret a fraction as division of the numerator by the denominator ($\frac{a}{b} = a \div b$). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?

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CONTENT STANDARD / DOMAIN / PART CA.CC.5. Number and Operations—Fractions NF.

PERFORMANCE STANDARD / MODE		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
EXPECTATION / SUBSTRAND	5.NF.4.	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

FOUNDATION / PROFICIENCY LEVEL 5.NF.4.a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)

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FOUNDATION / PROFICIENCY LEVEL 5.NF.4.b. Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.

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CONTENT STANDARD / DOMAIN / PART CA.CC.5. Number and Operations—Fractions
NF.

PERFORMANCE STANDARD / MODE		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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EXPECTATION / SUBSTRAND 5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

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California Content Standards
Mathematics
Grade: 7 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART CA.CC.7. The Number System
NS.

PERFORMANCE STANDARD / MODE		Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
EXPECTATION / SUBSTRAND	7.NS.2.	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

FOUNDATION / PROFICIENCY LEVEL 7.NS.2.a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

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FOUNDATION / PROFICIENCY LEVEL 7.NS.2.c. Apply properties of operations as strategies to multiply and divide rational numbers.

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CONTENT STANDARD / DOMAIN / PART **CA.CC.7. The Number System NS.**

PERFORMANCE STANDARD / MODE		Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
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EXPECTATION / SUBSTRAND 7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers.

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CONTENT STANDARD / DOMAIN / PART **CA.CC.7. Expressions and Equations EE.**

PERFORMANCE STANDARD / MODE		Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
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EXPECTATION / SUBSTRAND 7.EE.3. Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.

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**California Content Standards
 Mathematics
 Grade: 9 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART **CA.AI. Algebra I**

PERFORMANCE STANDARD / MODE	S-ID.	Statistics and Probability: Interpreting Categorical and Quantitative Data
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EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.]
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FOUNDATION / PROFICIENCY LEVEL S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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CONTENT STANDARD / DOMAIN / PART **CA.G. Geometry**

PERFORMANCE STANDARD / MODE	S-CP.	Statistics and Probability: Conditional Probability and the Rules of Probability
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EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data. [Link to data from simulations or experiments.]
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FOUNDATION / PROFICIENCY LEVEL	S-CP.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
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CONTENT STANDARD / DOMAIN / PART **CA.MI. Mathematics I**

PERFORMANCE STANDARD / MODE	S-ID.	Statistics and Probability: Interpreting Categorical and Quantitative Data
EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.]

FOUNDATION / PROFICIENCY LEVEL	S-ID.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
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CONTENT STANDARD / DOMAIN / PART **CA.MII. Mathematics II**

PERFORMANCE STANDARD / MODE	S-CP.	Statistics and Probability: Conditional Probability and the Rules of Probability
EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data. [Link to data from simulations or experiments.]

FOUNDATION / PROFICIENCY LEVEL	S-CP.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
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CONTENT STANDARD / DOMAIN / PART **CA.SP. Statistics and Probability**

PERFORMANCE STANDARD / MODE	S-ID.	Interpreting Categorical and Quantitative Data
EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables.

FOUNDATION / PROFICIENCY LEVEL	S-ID.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
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CONTENT STANDARD / DOMAIN / PART **CA.SP. Statistics and Probability**

PERFORMANCE STANDARD / MODE	S-CP.	Conditional Probability and the Rules of Probability
EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data.

FOUNDATION / PROFICIENCY LEVEL S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

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**California Content Standards
 Mathematics
 Grade: 10 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART **CA.AI. Algebra I**

PERFORMANCE STANDARD / MODE	S-ID.	Statistics and Probability: Interpreting Categorical and Quantitative Data
EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.]

FOUNDATION / PROFICIENCY LEVEL S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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CONTENT STANDARD / DOMAIN / PART **CA.G. Geometry**

PERFORMANCE STANDARD / MODE	S-CP.	Statistics and Probability: Conditional Probability and the Rules of Probability
EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data. [Link to data from simulations or experiments.]

FOUNDATION / PROFICIENCY LEVEL S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

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CONTENT STANDARD / DOMAIN / PART **CA.MI. Mathematics I**

PERFORMANCE STANDARD / MODE	S-ID.	Statistics and Probability: Interpreting Categorical and Quantitative Data
EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.]

FOUNDATION / PROFICIENCY LEVEL S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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CONTENT STANDARD / DOMAIN / PART **CA.MII. Mathematics II**

PERFORMANCE STANDARD / MODE	S-CP.	Statistics and Probability: Conditional Probability and the Rules of Probability
EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data. [Link to data from simulations or experiments.]

FOUNDATION / PROFICIENCY LEVEL S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

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CONTENT STANDARD / DOMAIN / PART **CA.SP. Statistics and Probability**

PERFORMANCE STANDARD / MODE	S-ID.	Interpreting Categorical and Quantitative Data
EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables.

FOUNDATION / PROFICIENCY LEVEL S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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CONTENT STANDARD / DOMAIN / PART **CA.SP. Statistics and Probability**

PERFORMANCE STANDARD / MODE	S-CP.	Conditional Probability and the Rules of Probability
EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data.

FOUNDATION / PROFICIENCY LEVEL S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

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**California Content Standards
 Mathematics
 Grade: 11 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CA.AI. Algebra I

PERFORMANCE STANDARD / MODE	S-ID.	Statistics and Probability: Interpreting Categorical and Quantitative Data
EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.]

FOUNDATION / PROFICIENCY LEVEL S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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CONTENT STANDARD / DOMAIN / PART CA.G. Geometry

PERFORMANCE STANDARD / MODE	S-CP.	Statistics and Probability: Conditional Probability and the Rules of Probability
EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data. [Link to data from simulations or experiments.]

FOUNDATION / PROFICIENCY LEVEL S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

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CONTENT STANDARD / DOMAIN / PART CA.MI. Mathematics I

PERFORMANCE STANDARD / MODE	S-ID.	Statistics and Probability: Interpreting Categorical and Quantitative Data
EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.]

FOUNDATION / PROFICIENCY LEVEL	S-ID.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video
CONTENT STANDARD / DOMAIN / PART	CA.MII.	Mathematics II
PERFORMANCE STANDARD / MODE	S-CP.	Statistics and Probability: Conditional Probability and the Rules of Probability
EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data. [Link to data from simulations or experiments.]
FOUNDATION / PROFICIENCY LEVEL	S-CP.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video
CONTENT STANDARD / DOMAIN / PART	CA.SP.	Statistics and Probability
PERFORMANCE STANDARD / MODE	S-ID.	Interpreting Categorical and Quantitative Data
EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables.
FOUNDATION / PROFICIENCY LEVEL	S-ID.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video
CONTENT STANDARD / DOMAIN / PART	CA.SP.	Statistics and Probability
PERFORMANCE STANDARD / MODE	S-CP.	Conditional Probability and the Rules of Probability
EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data.
FOUNDATION / PROFICIENCY LEVEL	S-CP.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video

California Content Standards

Mathematics

Grade: 12 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART CA.AI. Algebra I

PERFORMANCE STANDARD / MODE	S-ID.	Statistics and Probability: Interpreting Categorical and Quantitative Data
EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.]

FOUNDATION / PROFICIENCY LEVEL S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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

CONTENT STANDARD / DOMAIN / PART CA.G. Geometry

PERFORMANCE STANDARD / MODE	S-CP.	Statistics and Probability: Conditional Probability and the Rules of Probability
EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data. [Link to data from simulations or experiments.]

FOUNDATION / PROFICIENCY LEVEL S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

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

CONTENT STANDARD / DOMAIN / PART CA.MI. Mathematics I

PERFORMANCE STANDARD / MODE	S-ID.	Statistics and Probability: Interpreting Categorical and Quantitative Data
EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables. [Linear focus; discuss general principle.]

FOUNDATION / PROFICIENCY LEVEL S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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

CONTENT STANDARD / DOMAIN / PART CA.MII. Mathematics II

PERFORMANCE STANDARD / MODE	S-CP.	Statistics and Probability: Conditional Probability and the Rules of Probability
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EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data. [Link to data from simulations or experiments.]
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FOUNDATION / PROFICIENCY LEVEL S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

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

CONTENT STANDARD / DOMAIN / PART CA.SP. **Statistics and Probability**

PERFORMANCE STANDARD / MODE	S-ID.	Interpreting Categorical and Quantitative Data
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EXPECTATION / SUBSTRAND		Summarize, represent, and interpret data on two categorical and quantitative variables.
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FOUNDATION / PROFICIENCY LEVEL S-ID.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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

CONTENT STANDARD / DOMAIN / PART CA.SP. **Statistics and Probability**

PERFORMANCE STANDARD / MODE	S-CP.	Conditional Probability and the Rules of Probability
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EXPECTATION / SUBSTRAND		Understand independence and conditional probability and use them to interpret data.
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FOUNDATION / PROFICIENCY LEVEL S-CP.4. Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.

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

California Content Standards
Science
Grade: K - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART CA.K-PS. **PHYSICAL SCIENCE**

PERFORMANCE STANDARD / MODE	K-PS3.	Energy
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EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
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FOUNDATION / PROFICIENCY LEVEL K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.

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

FOUNDATION / PROFICIENCY LEVEL K-PS3-2. Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area.

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

CONTENT STANDARD / DOMAIN / PART CA.K-ESS. EARTH AND SPACE SCIENCE

PERFORMANCE STANDARD / MODE	K-ESS3.	Earth and Human Activity
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EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
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FOUNDATION / PROFICIENCY LEVEL K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in 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? \(School\)](#)

**California Content Standards
 Science
 Grade: 1 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CA.1-PS. PHYSICAL SCIENCE

PERFORMANCE STANDARD / MODE	1-PS4.	Waves and their Applications in Technologies for Information Transfer
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EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
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FOUNDATION / PROFICIENCY LEVEL 1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

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

**California Content Standards
 Science
 Grade: 2 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CA.2-ESS. EARTH AND SPACE SCIENCE

PERFORMANCE STANDARD / MODE	2-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

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

**California Content Standards
 Science
 Grade: 3 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CA.3-ESS. EARTH AND SPACE SCIENCE

PERFORMANCE STANDARD / MODE	3-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

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

**California Content Standards
 Science
 Grade: 4 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CA.4-PS. PHYSICAL SCIENCE

PERFORMANCE STANDARD / MODE	4-PS3.	Energy
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

Alliance to Save Energy
[3-5 Energy Audit Video](#)
[3-5 Energy Basics Video](#)
[3-5 Explore Renewables Video](#)
[3-5 Understanding Energy Demand Video](#)

FOUNDATION / PROFICIENCY LEVEL 4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

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

CONTENT STANDARD / DOMAIN / PART CA.4-ESS. EARTH AND SPACE SCIENCE

PERFORMANCE STANDARD / MODE	4-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

Alliance to Save Energy
[3-5 Climate Video](#)
[3-5 Energy Basics Video](#)
[3-5 Explore Renewables Energy Poster Project](#)
[3-5 Explore Renewables Video](#)
[3-5 Understanding Energy Demand Video](#)
[3-8 Custodial Presentation & Pledge](#)
[Assembly Announcement](#)
[Carbon Footprint Calculator](#)
[Family Presentation](#)
[Staff Presentation](#)

**California Content Standards
 Science
 Grade: 5 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CA.5-ESS. EARTH AND SPACE SCIENCE

PERFORMANCE STANDARD / MODE	5-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

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

CONTENT STANDARD / DOMAIN / PART CA.5-ESS. EARTH AND SPACE SCIENCE

PERFORMANCE STANDARD / MODE	5-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.

Alliance to Save Energy

- 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 & Peer Performance
- 3-5 Green Your Career Video
- 3-5 My Future Green Career
- 3-5 Understanding Energy Demand Video
- 3-8 Custodial Presentation & 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

California Content Standards

Science

Grade: 6 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART CA.MS-ESS. EARTH AND SPACE SCIENCE

PERFORMANCE STANDARD / MODE	MS-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL MS-ESS3-3. Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.

Alliance to Save Energy

- 3-8 Custodial Presentation & Pledge
- 3-8 Water Audit
- 6-12 Final Presentation & Peer Performance
- 6-8 Carbon Rank Competition
- 6-8 Climate Video
- 6-8 Energy Audit Video
- 6-8 Energy Basics Video
- 6-8 Environmental Justice Video
- 6-8 Explore Renewables Video
- 6-8 Green Your Career Video
- 6-8 My Future Green Career
- 6-8 Understanding Energy Demand Video
- Amelia Airflow 6-8
- Appliance Audit
- Assembly Announcement
- Carbon Footprint Calculator
- Carbon Footprint Journal
- Energy Patrol Contest
- Family Presentation
- HVAC Audit
- Home Energy Audit
- Home Energy Demand Pledge
- Lighting Audit
- Mr. BTU 6-8
- My Future Green Career Presentation
- Net Zero School Design
- Poster Campaign
- School Audit
- Shutdown Reminders
- Staff Presentation
- Water Awareness Posters
- Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL MS-ESS3-5. Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.

Alliance to Save Energy

- 6-8 Climate Video
- 6-8 Energy Basics Video
- Carbon Footprint Calculator

CONTENT STANDARD / DOMAIN / PART CA.RST.6 Reading Standards for Literacy in Science and Technical Subjects -8.

PERFORMANCE STANDARD / MODE

Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND	RST.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). <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project Amelia Airflow 6-8 Carbon Footprint Calculator Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign Water Awareness Posters
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EXPECTATION / SUBSTRAND	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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CONTENT STANDARD / DOMAIN / PART **CA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

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

FOUNDATION / PROFICIENCY LEVEL	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. <u>Alliance to Save Energy</u> 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
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FOUNDATION / PROFICIENCY LEVEL	WHST.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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FOUNDATION / PROFICIENCY LEVEL	WHST.6-8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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FOUNDATION / PROFICIENCY LEVEL	WHST.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
FOUNDATION / PROFICIENCY LEVEL	WHST.6-8.2.e.	Establish and maintain a formal style and objective tone. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
FOUNDATION / PROFICIENCY LEVEL	WHST.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8

CONTENT STANDARD / DOMAIN / PART **CA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	WHST.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 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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EXPECTATION / SUBSTRAND	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 <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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EXPECTATION / WHST.6- Use technology, including the Internet, to produce and publish writing and present the relationships between
SUBSTRAND 8.6. information and ideas clearly and efficiently.

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
Family Presentation
My Future Green Career Presentation
Net Zero School Design
Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects
.6-8.

PERFORMANCE STANDARD / MODE	Research to Build and Present Knowledge
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EXPECTATION / WHST.6- Conduct short research projects to answer a question (including a self-generated question), drawing on several
SUBSTRAND 8.7. sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Alliance to Save Energy

6-8 Explore Renewables Energy Poster Project
6-8 My Future Green Career
Net Zero School Design

EXPECTATION / WHST.6- Gather relevant information from multiple print and digital sources (primary and secondary), using search terms
SUBSTRAND 8.8. 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. CA

Alliance to Save Energy

6-8 Explore Renewables Energy Poster Project
6-8 My Future Green Career
Net Zero School Design

EXPECTATION / WHST.6- Draw evidence from informational texts to support analysis reflection, and research.
SUBSTRAND 8.9.

Alliance to Save Energy

6-8 Explore Renewables Energy Poster Project
6-8 My Future Green Career
Net Zero School Design

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects
.6-8.

PERFORMANCE STANDARD / MODE	Range of Writing
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EXPECTATION / WHST.6- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single
SUBSTRAND 8.10. sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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
- Amelia Airflow 6-8
- Assembly Announcement
- Family Presentation
- My Future Green Career Presentation
- Net Zero School Design
- Staff Presentation

**California Content Standards
Science**

Grade: 7 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CA.MS-LS.** **LIFE SCIENCE**

PERFORMANCE STANDARD / MODE	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / MS-LS2- Construct an argument supported by empirical evidence that changes to physical or biological components of
PROFICIENCY 4. an ecosystem affect populations.
LEVEL

- Alliance to Save Energy**
6-8 Climate Video

FOUNDATION / MS-LS2- Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
PROFICIENCY 5.
LEVEL

- Alliance to Save Energy**
3-8 Custodial Presentation & Pledge
6-12 Final Presentation & 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

CONTENT STANDARD / DOMAIN / PART **CA.MS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	MS-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Climate Video 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.RST.6 Reading Standards for Literacy in Science and Technical Subjects -8.**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND	RST.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). <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project Amelia Airflow 6-8 Carbon Footprint Calculator Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign Water Awareness Posters
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EXPECTATION / SUBSTRAND	RST.6-8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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CONTENT STANDARD / DOMAIN / PART **CA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

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

FOUNDATION / PROFICIENCY LEVEL	WHST.6- 8.2.a.	<p>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> <p><u>Alliance to Save Energy</u> 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</p>
FOUNDATION / PROFICIENCY LEVEL	WHST.6- 8.2.b.	<p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
FOUNDATION / PROFICIENCY LEVEL	WHST.6- 8.2.c.	<p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
FOUNDATION / PROFICIENCY LEVEL	WHST.6- 8.2.d.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
FOUNDATION / PROFICIENCY LEVEL	WHST.6- 8.2.e.	<p>Establish and maintain a formal style and objective tone.</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
FOUNDATION / PROFICIENCY LEVEL	WHST.6- 8.2.f.	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
CONTENT STANDARD / DOMAIN / PART	CA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.	
PERFORMANC E STANDARD / MODE		Production and Distribution of Writing

EXPECTATION / SUBSTRAND	WHST.6-8.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>Alliance to Save Energy</u> 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</p>
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EXPECTATION / SUBSTRAND	WHST.6-8.5.	<p>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</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
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EXPECTATION / SUBSTRAND	WHST.6-8.6.	<p>Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.</p> <p><u>Alliance to Save Energy</u> 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</p>
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CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.

PERFORMANCE STANDARD / MODE	Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	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. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
EXPECTATION / SUBSTRAND	WHST.6-8.8.	Gather relevant information from multiple print and digital sources (primary and secondary), 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. CA <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
EXPECTATION / SUBSTRAND	WHST.6-8.9.	Draw evidence from informational texts to support analysis reflection, and research. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	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 a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 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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**California Content Standards
Science
Grade: 8 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART CA.MS-PS. PHYSICAL SCIENCE

PERFORMANCE STANDARD / MODE	MS-PS2.	Motion and Stability: Forces and Interactions
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

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

CONTENT STANDARD / DOMAIN / PART CA.MS-ESS. EARTH AND SPACE SCIENCE

PERFORMANCE STANDARD / MODE	MS-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL MS-ESS3-4. Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.

Alliance to Save Energy
[3-8 Custodial Presentation & Pledge](#)
[6-8 Climate Video](#)
[6-8 Energy Basics Video](#)
[6-8 Environmental Justice Video](#)
[6-8 Explore Renewables Energy Poster Project](#)
[6-8 Explore Renewables Video](#)
[Assembly Announcement](#)
[Family Presentation](#)
[Staff Presentation](#)

CONTENT STANDARD / DOMAIN / PART CA.RST.6 Reading Standards for Literacy in Science and Technical Subjects -8.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND RST.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).

Alliance to Save Energy
[6-8 Explore Renewables Energy Poster Project](#)
[Amelia Airflow 6-8](#)
[Carbon Footprint Calculator](#)
[Lighting Audit](#)
[Mr. BTU 6-8](#)
[My Future Green Career Presentation](#)
[Net Zero School Design](#)
[Poster Campaign](#)
[Water Awareness Posters](#)

EXPECTATION / SUBSTRAND RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

Alliance to Save Energy
[6-8 Explore Renewables Energy Poster Project](#)
[6-8 My Future Green Career](#)
[Net Zero School Design](#)

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.

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

FOUNDATION / PROFICIENCY LEVEL 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

FOUNDATION / PROFICIENCY LEVEL 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

FOUNDATION / PROFICIENCY LEVEL 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

FOUNDATION / PROFICIENCY LEVEL 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

FOUNDATION / PROFICIENCY LEVEL 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

FOUNDATION / PROFICIENCY LEVEL 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

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.

PERFORMANCE STANDARD / MODE		Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	WHST.6- 8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		<p><u>Alliance to Save Energy</u> 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</p>
EXPECTATION / SUBSTRAND	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
		<p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
EXPECTATION / SUBSTRAND	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><u>Alliance to Save Energy</u> 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</p>
CONTENT STANDARD / DOMAIN / PART	CA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.	
PERFORMANC E STANDARD / MODE	Research to Build and Present Knowledge	

EXPECTATION / SUBSTRAND	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. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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EXPECTATION / SUBSTRAND	WHST.6-8.8.	Gather relevant information from multiple print and digital sources (primary and secondary), 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. CA <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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EXPECTATION / SUBSTRAND	WHST.6-8.9.	Draw evidence from informational texts to support analysis reflection, and research. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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CONTENT STANDARD / DOMAIN / PART **CA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	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 a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 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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**California Content Standards
Science
Grade: 9 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART **CA.HS-PS. PHYSICAL SCIENCE**

PERFORMANCE STANDARD / MODE	HS-PS3.	Energy
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS-PS3-1.	Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video
FOUNDATION / PROFICIENCY LEVEL	HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Video
FOUNDATION / PROFICIENCY LEVEL	HS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). <u>Alliance to Save Energy</u> Mr. BTU 9-12 Professor Frio
CONTENT STANDARD / DOMAIN / PART	CA.HS-LS.	LIFE SCIENCE
PERFORMANCE STANDARD / MODE	HS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:
FOUNDATION / PROFICIENCY LEVEL	HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Environmental Justice Video 9-12 Green Your Career Video
FOUNDATION / PROFICIENCY LEVEL	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation

CONTENT STANDARD / DOMAIN / PART **CA.HS-LS.** **LIFE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-LS4.	Biological Evolution: Unity and Diversity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

- 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 Basics Video](#)
[9-12 Environmental Justice Video](#)
[9-12 Green Your Career Video](#)
[9-12 My Future Green Career Assembly Announcement](#)
[Capstone Project](#)
[Carbon Footprint Journal](#)
[Family Presentation](#)
[Green Future Design](#)
[Home Energy Demand Pledge](#)
[My Future Green Career Presentation](#)
[Shutdown Reminders](#)
[Staff Presentation](#)

CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS1.	Earth's Place in the Universe
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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

CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.

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

FOUNDATION / PROFICIENCY LEVEL	HS-ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator
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FOUNDATION / PROFICIENCY LEVEL	HS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Alliance to Save Energy</u> 9-12 Climate Video
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CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
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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 Energy Poster Project
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

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
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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 Energy Poster Project
9-12 Explore Renewables Video
9-12 Green Your Career Video
9-12 My Future Green Career
9-12 Understanding Energy Demand Video
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Appliance Audit
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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
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Poster Campaign
School Audit
Shutdown Reminders
Staff Presentation
Water Awareness Posters
Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
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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
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Home Energy Demand Pledge
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Staff Presentation
Water Awareness Posters
Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>

FOUNDATION / PROFICIENCY LEVEL HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

- 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 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
 Assembly Announcement
 Capstone Project
 Carbon Footprint Journal
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 Green Future Design
 Home Energy Demand Pledge
 My Future Green Career Presentation
 Shutdown Reminders
 Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.HS-ETS. ENGINEERING DESIGN

PERFORMANCE STANDARD / MODE	HS-ETS1.	Engineering Design
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
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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
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9-12 My Future Green Career
9-12 Understanding Energy Demand Video
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Appliance Audit
Assembly Announcement
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HVAC Audit
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Home Energy Demand Pledge
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Staff Presentation
Water Awareness Posters
Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-3.	<p>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><u>Alliance to Save Energy</u> 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 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</p>
FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-4.	<p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
CONTENT STANDARD / DOMAIN / PART	CA.RST.9	Reading Standards for Literacy in Science and Technical Subjects -10.
PERFORMANC E STANDARD / MODE		Integration of Knowledge and Ideas

EXPECTATION / SUBSTRAND RST.9-10.7. 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.

Alliance to Save Energy

- 9-12 Energy Audit Video
- 9-12 Explore Renewables Energy Poster Project
- Amelia Airflow 9-12
- Appliance Audit
- Capstone Project
- Carbon Footprint Calculator
- Green Future Design
- HVAC Audit
- Home Energy Audit
- Lighting Audit
- Mr. BTU 9-12
- My Future Green Career Presentation
- Poster Campaign
- School Audit
- Water Awareness Posters

EXPECTATION / SUBSTRAND RST.9-10.8. 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.

Alliance to Save Energy

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

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	WHST.9-10.1.	Write arguments focused on discipline-specific content.

FOUNDATION / PROFICIENCY LEVEL WHST.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Alliance to Save Energy

- 9-12 My Future Green Career
- Amelia Airflow 9-12
- Capstone Project

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

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

FOUNDATION / PROFICIENCY LEVEL	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. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 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
FOUNDATION / PROFICIENCY LEVEL	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. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 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
FOUNDATION / PROFICIENCY LEVEL	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. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
FOUNDATION / PROFICIENCY LEVEL	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. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
FOUNDATION / PROFICIENCY LEVEL	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. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project

FOUNDATION / PROFICIENCY LEVEL	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). <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

PERFORMANCE STANDARD / MODE	Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 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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EXPECTATION / SUBSTRAND	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. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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EXPECTATION / SUBSTRAND	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.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 My Future Green Career</p> <p>Amelia Airflow 9-12</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>My Future Green Career Presentation</p> <p>Staff Presentation</p>

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	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.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 My Future Green Career</p> <p>Amelia Airflow 9-12</p> <p>Capstone Project</p> <p>Green Future Design</p>

EXPECTATION / SUBSTRAND	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources (primary and secondary), 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. CA
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 My Future Green Career</p> <p>Amelia Airflow 9-12</p> <p>Capstone Project</p> <p>Green Future Design</p>

EXPECTATION / SUBSTRAND	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 My Future Green Career</p> <p>Amelia Airflow 9-12</p> <p>Capstone Project</p> <p>Green Future Design</p>

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / WHST.9- Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single
SUBSTRAND 10.10. sitting or a day or two) for a 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

**California Content Standards
Science
Grade: 10 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART **CA.HS-PS.** **PHYSICAL SCIENCE**

PERFORMANCE STANDARD / MODE	HS-PS3.	Energy
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / HS-PS3- Create a computational model to calculate the change in the energy of one component in a system when the
PROFICIENCY 1. change in energy of the other component(s) and energy flows in and out of the system are known.
LEVEL

Alliance to Save Energy

- 9-12 Energy Audit Video
- 9-12 Energy Basics Video
- 9-12 Explore Renewables Video

FOUNDATION / HS-PS3- Design, build, and refine a device that works within given constraints to convert one form of energy into another
PROFICIENCY 3. form of energy.
LEVEL

Alliance to Save Energy

- 9-12 Explore Renewables Video

FOUNDATION / HS-PS3- Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two
PROFICIENCY 4. components of different temperature are combined within a closed system results in a more uniform energy
LEVEL distribution among the components in the system (second law of thermodynamics).

Alliance to Save Energy

- Mr. BTU 9-12
- Professor Frio

CONTENT STANDARD / DOMAIN / PART **CA.HS-LS.** **LIFE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Environmental Justice Video 9-12 Green Your Career Video
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FOUNDATION / PROFICIENCY LEVEL	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.HS-LS.** **LIFE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-LS4.	Biological Evolution: Unity and Diversity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS1.	Earth's Place in the Universe
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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

CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.

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

FOUNDATION / PROFICIENCY LEVEL HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

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

FOUNDATION / PROFICIENCY LEVEL HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

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

CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
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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 Energy Poster Project
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

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
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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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Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
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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
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Water Awareness Posters
Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>

FOUNDATION / PROFICIENCY LEVEL HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

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 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
- Assembly Announcement
- Capstone Project
- Carbon Footprint Journal
- Family Presentation
- Green Future Design
- Home Energy Demand Pledge
- My Future Green Career Presentation
- Shutdown Reminders
- Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.HS-ETS. ENGINEERING DESIGN

PERFORMANCE STANDARD / MODE	HS-ETS1.	Engineering Design
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
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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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Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>

FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p>

CONTENT STANDARD / DOMAIN / PART **CA.RST.9 Reading Standards for Literacy in Science and Technical Subjects -10.**

PERFORMANCE STANDARD / MODE	Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND RST.9-10.7. 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.

Alliance to Save Energy

- 9-12 Energy Audit Video
- 9-12 Explore Renewables Energy Poster Project
- Amelia Airflow 9-12
- Appliance Audit
- Capstone Project
- Carbon Footprint Calculator
- Green Future Design
- HVAC Audit
- Home Energy Audit
- Lighting Audit
- Mr. BTU 9-12
- My Future Green Career Presentation
- Poster Campaign
- School Audit
- Water Awareness Posters

EXPECTATION / SUBSTRAND RST.9-10.8. 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.

Alliance to Save Energy

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

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	WHST.9-10.1.	Write arguments focused on discipline-specific content.

FOUNDATION / PROFICIENCY LEVEL WHST.9-10.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Alliance to Save Energy

- 9-12 My Future Green Career
- Amelia Airflow 9-12
- Capstone Project

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

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

FOUNDATION / PROFICIENCY LEVEL	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><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 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>
FOUNDATION / PROFICIENCY LEVEL	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><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 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>
FOUNDATION / PROFICIENCY LEVEL	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><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
FOUNDATION / PROFICIENCY LEVEL	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><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
FOUNDATION / PROFICIENCY LEVEL	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><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>

FOUNDATION / PROFICIENCY LEVEL	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). <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

PERFORMANCE STANDARD / MODE	Production and Distribution of Writing
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EXPECTATION / SUBSTRAND	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 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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EXPECTATION / SUBSTRAND	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. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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EXPECTATION / SUBSTRAND	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. <u>Alliance to Save Energy</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 Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

PERFORMANCE STANDARD / MODE		Research to Build and Present Knowledge
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EXPECTATION / SUBSTRAND	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. <u>Alliance to Save Energy</u> 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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EXPECTATION / SUBSTRAND	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources (primary and secondary), 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. CA <u>Alliance to Save Energy</u> 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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EXPECTATION / SUBSTRAND	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 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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CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

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

Alliance to Save Energy

- 6-12 Final Presentation & Peer Performance
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- Green Future Design
- My Future Green Career Presentation
- Staff Presentation

**California Content Standards
Science
Grade: 11 - Adopted: 2013**

CONTENT STANDARD / DOMAIN / PART **CA.HS-PS.** **PHYSICAL SCIENCE**

PERFORMANCE STANDARD / MODE	HS-PS3.	Energy
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

Alliance to Save Energy

- 9-12 Energy Audit Video
- 9-12 Energy Basics Video
- 9-12 Explore Renewables Video

FOUNDATION / PROFICIENCY LEVEL HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

Alliance to Save Energy

- 9-12 Explore Renewables Video

FOUNDATION / PROFICIENCY LEVEL HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

Alliance to Save Energy

- Mr. BTU 9-12
- Professor Frio

CONTENT STANDARD / DOMAIN / PART **CA.HS-LS.** **LIFE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Environmental Justice Video 9-12 Green Your Career Video
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FOUNDATION / PROFICIENCY LEVEL	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.HS-LS.** **LIFE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-LS4.	Biological Evolution: Unity and Diversity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS1.	Earth's Place in the Universe
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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

CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.

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

FOUNDATION / PROFICIENCY LEVEL HS-ESS2-4. Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.

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

FOUNDATION / PROFICIENCY LEVEL HS-ESS2-5. Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

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

CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
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Appliance Audit
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Carbon Footprint Journal
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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

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
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Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
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Alliance to Save Energy

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FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>

FOUNDATION / PROFICIENCY LEVEL HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

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- 9-12 Energy Basics Video
- 9-12 Environmental Justice Video
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- 9-12 My Future Green Career
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- Shutdown Reminders
- Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.HS-ETS. ENGINEERING DESIGN

PERFORMANCE STANDARD / MODE	HS-ETS1.	Engineering Design
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
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Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Alliance to Save Energy</u> 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 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
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FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. <u>Alliance to Save Energy</u> 9-12 Climate Video
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CONTENT STANDARD / DOMAIN / PART CA.RST.1 Reading Standards for Literacy in Science and Technical Subjects 1-12.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RST.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. <u>Alliance to Save Energy</u> 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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CONTENT STANDARD / DOMAIN / PART CA.RST.1 Reading Standards for Literacy in Science and Technical Subjects 1-12.

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
EXPECTATION / SUBSTRAND	RST.11-12.7.	<p data-bbox="403 208 1369 264">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 data-bbox="403 297 662 324">Alliance to Save Energy</p> <ul data-bbox="403 329 874 656" style="list-style-type: none"> 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

EXPECTATION / SUBSTRAND	RST.11-12.8.	<p data-bbox="403 723 1476 779">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 data-bbox="403 813 662 840">Alliance to Save Energy</p> <ul data-bbox="403 844 874 1283" style="list-style-type: none"> 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
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EXPECTATION / SUBSTRAND RST.11-12.9. 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.

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- 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

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	WHST.11-12.1.	Write arguments focused on discipline-specific content.

FOUNDATION / PROFICIENCY LEVEL WHST.11-12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

- Alliance to Save Energy**
- 9-12 My Future Green Career
 - Amelia Airflow 9-12
 - Capstone Project

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

FOUNDATION / PROFICIENCY LEVEL	WHST.11 -12.2.a.	<p>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> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
FOUNDATION / PROFICIENCY LEVEL	WHST.11 -12.2.b.	<p>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> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 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>
FOUNDATION / PROFICIENCY LEVEL	WHST.11 -12.2.c.	<p>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> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
FOUNDATION / PROFICIENCY LEVEL	WHST.11 -12.2.d.	<p>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> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
FOUNDATION / PROFICIENCY LEVEL	WHST.11 -12.2.e.	<p>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> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
CONTENT STANDARD / DOMAIN / PART	CA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.	
PERFORMANC E STANDARD / MODE	Production and Distribution of Writing	

EXPECTATION / WHST.11 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
SUBSTRAND -12.4. purpose, and audience.

Alliance to Save Energy

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- School Audit
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- Water Awareness Posters

EXPECTATION / WHST.11 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,
SUBSTRAND -12.5. focusing on addressing what is most significant for a specific purpose and audience.

Alliance to Save Energy

- 9-12 My Future Green Career
- Amelia Airflow 9-12
- Capstone Project

EXPECTATION / WHST.11 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in
SUBSTRAND -12.6. response to ongoing feedback, including new arguments or information.

Alliance to Save Energy

- 6-12 Final Presentation & Peer Performance
- 9-12 Custodial Presentation & Pledge
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CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

PERFORMANCE STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	WHST.11 -12.7.	<p>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.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
EXPECTATION / SUBSTRAND	WHST.11 -12.8.	<p>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.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
EXPECTATION / SUBSTRAND	WHST.11 -12.9.	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>

CONTENT STANDARD / DOMAIN / PART **CA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.**

PERFORMANCE STANDARD / MODE	Range of Writing
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EXPECTATION / SUBSTRAND	WHST.11 -12.10.	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Alliance to Save Energy</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 Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
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**California Content Standards
 Science
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CONTENT STANDARD / DOMAIN / PART **CA.HS-PS. PHYSICAL SCIENCE**

PERFORMANCE STANDARD / MODE	HS-PS3.	Energy
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

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

FOUNDATION / PROFICIENCY LEVEL HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

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

FOUNDATION / PROFICIENCY LEVEL HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

Alliance to Save Energy
[Mr. BTU 9-12](#)
[Professor Frio](#)

CONTENT STANDARD / DOMAIN / PART **CA.HS-LS.** **LIFE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

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

FOUNDATION / PROFICIENCY LEVEL	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. 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 Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.HS-LS. LIFE SCIENCE

PERFORMANCE STANDARD / MODE	HS-LS4.	Biological Evolution: Unity and Diversity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL HS-LS4-6.

Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.

Alliance to Save Energy
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CONTENT STANDARD / DOMAIN / PART CA.HS-ESS. EARTH AND SPACE SCIENCE

PERFORMANCE STANDARD / MODE	HS-ESS1.	Earth's Place in the Universe
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS-ESS1-6.	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history. <u>Alliance to Save Energy</u> 9-12 Climate Video
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CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS2.	Earth's Systems
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems. <u>Alliance to Save Energy</u> 9-12 Climate Video
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FOUNDATION / PROFICIENCY LEVEL	HS-ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator
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FOUNDATION / PROFICIENCY LEVEL	HS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Alliance to Save Energy</u> 9-12 Climate Video
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CONTENT STANDARD / DOMAIN / PART **CA.HS-ESS.** **EARTH AND SPACE SCIENCE**

PERFORMANCE STANDARD / MODE	HS-ESS3.	Earth and Human Activity
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
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Alliance to Save Energy

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School Audit
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Staff Presentation
Water Awareness Posters
Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
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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 Energy Poster Project
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
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My Future Green Career Presentation
Poster Campaign
School Audit
Shutdown Reminders
Staff Presentation
Water Awareness Posters
Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
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Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

FOUNDATION / PROFICIENCY LEVEL	HS- ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>

FOUNDATION / PROFICIENCY LEVEL HS-ESS3-6. Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.

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- 9-12 Explore Renewables Video
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- 9-12 Understanding Energy Demand Video
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- Shutdown Reminders
- Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.HS-ETS. ENGINEERING DESIGN

PERFORMANCE STANDARD / MODE	HS-ETS1.	Engineering Design
EXPECTATION / SUBSTRAND		Students who demonstrate understanding can:

FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
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Water Saving Awareness

FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Alliance to Save Energy</u> 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 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
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FOUNDATION / PROFICIENCY LEVEL	HS- ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
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Alliance to Save Energy
9-12 Climate Video

CONTENT STANDARD / DOMAIN / PART CA.RST.1 Reading Standards for Literacy in Science and Technical Subjects 1-12.

PERFORMANCE STANDARD / MODE		Key Ideas and Details
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EXPECTATION / SUBSTRAND	RST.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.
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Alliance to Save Energy
9-12 Explore Renewables Energy Poster Project
9-12 My Future Green Career
Amelia Airflow 9-12
Capstone Project
Green Future Design

CONTENT STANDARD / DOMAIN / PART CA.RST.1 Reading Standards for Literacy in Science and Technical Subjects 1-12.

PERFORMANCE STANDARD / MODE	Integration of Knowledge and Ideas	
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EXPECTATION / SUBSTRAND RST.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.

Alliance to Save Energy

- 6-12 Final Presentation & Peer Performance
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- Family Presentation
- Green Future Design
- My Future Green Career Presentation
- Staff Presentation

EXPECTATION / SUBSTRAND RST.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.

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- 9-12 Energy Audit Video
- 9-12 Explore Renewables Energy Poster Project
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- 9-12 Water Audit
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- Capstone Project
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- Carbon Footprint Journal
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- Green Future Design
- HVAC Audit
- Home Energy Audit
- Lighting Audit
- School Audit

EXPECTATION / SUBSTRAND RST.11-12.9. 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.

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- 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

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	WHST.11-12.1.	Write arguments focused on discipline-specific content.

FOUNDATION / PROFICIENCY LEVEL WHST.11-12.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Alliance to Save Energy

- 9-12 My Future Green Career
- Amelia Airflow 9-12
- Capstone Project

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

PERFORMANCE STANDARD / MODE		Text Types and Purposes
EXPECTATION / SUBSTRAND	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

FOUNDATION / PROFICIENCY LEVEL	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. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
FOUNDATION / PROFICIENCY LEVEL	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. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 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
FOUNDATION / PROFICIENCY LEVEL	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. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
FOUNDATION / PROFICIENCY LEVEL	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. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
FOUNDATION / PROFICIENCY LEVEL	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). <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
CONTENT STANDARD / DOMAIN / PART	CA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.	
PERFORMANC E STANDARD / MODE	Production and Distribution of Writing	

EXPECTATION / WHST.11 Produce clear and coherent writing in which the development, organization, and style are appropriate to task,
SUBSTRAND -12.4. purpose, and audience.

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- School Audit
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- Water Awareness Posters

EXPECTATION / WHST.11 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach,
SUBSTRAND -12.5. focusing on addressing what is most significant for a specific purpose and audience.

Alliance to Save Energy

- 9-12 My Future Green Career
- Amelia Airflow 9-12
- Capstone Project

EXPECTATION / WHST.11 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in
SUBSTRAND -12.6. response to ongoing feedback, including new arguments or information.

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- 6-12 Final Presentation & Peer Performance
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- Staff Presentation

CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

PERFORMANCE STANDARD / MODE

Research to Build and Present Knowledge

EXPECTATION / SUBSTRAND	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. <u>Alliance to Save Energy</u> 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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EXPECTATION / SUBSTRAND	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. <u>Alliance to Save Energy</u> 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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EXPECTATION / SUBSTRAND	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 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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CONTENT STANDARD / DOMAIN / PART CA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

PERFORMANCE STANDARD / MODE		Range of Writing
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EXPECTATION / SUBSTRAND	WHST.11 -12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</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 Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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CONTENT STANDARD / DOMAIN / PART CA.3. Continuity and Change

PERFORMANCE STANDARD / MODE	3.1.	Students describe the physical and human geography and use maps, tables, graphs, photographs, and charts to organize information about people, places, and environments in a spatial context.
EXPECTATION / SUBSTRAND	3.1.2.	Trace the ways in which people have used the resources of the local region and modified the physical environment (e.g., a dam constructed upstream changed a river or coastline). <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
CONTENT STANDARD / DOMAIN / PART	CA.3.	Continuity and Change
PERFORMANCE STANDARD / MODE	3.4.	Students understand the role of rules and laws in our daily lives and the basic structure of the U.S. government.
EXPECTATION / SUBSTRAND	3.4.2.	Discuss the importance of public virtue and the role of citizens, including how to participate in a classroom, in the community, and in civic life. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	K-5.CST.1.	Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
EXPECTATION / SUBSTRAND	K-5.CST.2.	Students correctly apply terms related to time, including past, present, future, decade, century, and generation. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
CONTENT STANDARD / DOMAIN / PART	CA.K-5.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.
PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View
EXPECTATION / SUBSTRAND	K-5.REPV.2.	Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video

CONTENT STANDARD / DOMAIN / PART **CA.K-5.HSSA.1.** **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.**

PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
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EXPECTATION / SUBSTRAND K-5.CST.1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

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[3-5 Environmental Justice Video](#)

EXPECTATION / SUBSTRAND K-5.CST.2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation.

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[3-5 Environmental Justice Video](#)

CONTENT STANDARD / DOMAIN / PART **CA.K-5.HSSA.1.** **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.**

PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View
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EXPECTATION / SUBSTRAND K-5.REPV.2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

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[3-5 Environmental Justice Video](#)

California Content Standards

Social Studies

Grade: 5 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART **CA.K-5.HSSA.1.** **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.**

PERFORMANCE STANDARD / MODE	K-5.CST.	Chronological and Spatial Thinking
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EXPECTATION / SUBSTRAND K-5.CST.1. Students place key events and people of the historical era they are studying in a chronological sequence and within a spatial context; they interpret time lines.

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[3-5 Environmental Justice Video](#)

EXPECTATION / SUBSTRAND K-5.CST.2. Students correctly apply terms related to time, including past, present, future, decade, century, and generation.

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[3-5 Environmental Justice Video](#)

CONTENT STANDARD / DOMAIN / PART **CA.K-5.HSSA.** **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for kindergarten through grade five. They are to be assessed only in conjunction with the content standards in kindergarten through grade five. In addition to the standards for kindergarten through grade five, students demonstrate the following intellectual, reasoning, reflection, and research skills.**

PERFORMANCE STANDARD / MODE	K-5.REPV.	Research, Evidence, and Point of View
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EXPECTATION / SUBSTRAND K-5.REPV.2. Students pose relevant questions about events they encounter in historical documents, eyewitness accounts, oral histories, letters, diaries, artifacts, photographs, maps, artworks, and architecture.

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[3-5 Environmental Justice Video](#)

**California Content Standards
 Social Studies
 Grade: 6 - Adopted: 1998**

CONTENT STANDARD / DOMAIN / PART **CA.6-8.HSSA.** **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.**

PERFORMANCE STANDARD / MODE	6-8.CST.	Chronological and Spatial Thinking
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EXPECTATION / SUBSTRAND 6-8.CST.1. Students explain how major events are related to one another in time.

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[6-8 Environmental Justice Video](#)

EXPECTATION / SUBSTRAND 6-8.CST.2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

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

CONTENT STANDARD / DOMAIN / PART **CA.6-8.HSSA.** **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.**

PERFORMANCE STANDARD / MODE	6-8.HI.	Historical Interpretation
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EXPECTATION / SUBSTRAND 6-8.HI.1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

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

Grade: 6 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART **CA.CC.R H.6-8.** **Reading Standards for Literacy in History/Social Studies**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

California Content Standards

Social Studies

Grade: 7 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART CA.6-8.HSSA. Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.

PERFORMANCE STANDARD / MODE	6-8.CST.	Chronological and Spatial Thinking
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EXPECTATION / SUBSTRAND 6-8.CST.1. Students explain how major events are related to one another in time.

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[6-8 Environmental Justice Video](#)

EXPECTATION / SUBSTRAND 6-8.CST.2. Students construct various time lines of key events, people, and periods of the historical era they are studying.

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[6-8 Environmental Justice Video](#)

CONTENT STANDARD / DOMAIN / PART CA.6-8.HSSA. Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.

PERFORMANCE STANDARD / MODE	6-8.HI.	Historical Interpretation
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EXPECTATION / SUBSTRAND 6-8.HI.1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.

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[6-8 Environmental Justice Video](#)

Grade: 7 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART CA.CC.R H.6-8. Reading Standards for Literacy in History/Social Studies

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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[6-8 Environmental Justice Video](#)

California Content Standards

Social Studies

Grade: 8 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART CA.6-8.HSSA. **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.**

PERFORMANCE STANDARD / MODE	6-8.CST.	Chronological and Spatial Thinking
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EXPECTATION / SUBSTRAND 6-8.CST.1. Students explain how major events are related to one another in time.
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[6-8 Environmental Justice Video](#)

EXPECTATION / SUBSTRAND 6-8.CST.2. Students construct various time lines of key events, people, and periods of the historical era they are studying.
Alliance to Save Energy
[6-8 Environmental Justice Video](#)

CONTENT STANDARD / DOMAIN / PART CA.6-8.HSSA. **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades six through eight. They are to be assessed only in conjunction with the content standards in grades six through eight. In addition to the standards for grades six through eight, students demonstrate the following intellectual reasoning, reflection, and research skills.**

PERFORMANCE STANDARD / MODE	6-8.HI.	Historical Interpretation
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EXPECTATION / SUBSTRAND 6-8.HI.1. Students explain the central issues and problems from the past, placing people and events in a matrix of time and place.
Alliance to Save Energy
[6-8 Environmental Justice Video](#)

Grade: 8 - Adopted: 2013

CONTENT STANDARD / DOMAIN / PART CA.CC.R H.6-8. **Reading Standards for Literacy in History/Social Studies**

PERFORMANCE STANDARD / MODE		Integration of Knowledge and Ideas
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EXPECTATION / SUBSTRAND RH.6-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.
Alliance to Save Energy
[6-8 Environmental Justice Video](#)

California Content Standards

Social Studies

Grade: 9 - Adopted: 1998

CONTENT STANDARD / DOMAIN / PART CA.9-12.HSSA. **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve.**

PERFORMANCE STANDARD / MODE	9-12.CST.	Chronological and Spatial Thinking
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EXPECTATION / SUBSTRAND	9-12.CST.4.	Students relate current events to the physical and human characteristics of places and regions. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
CONTENT STANDARD / DOMAIN / PART	CA.9-12.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve.
PERFORMANCE STANDARD / MODE	9-12.HI.	Historical Interpretation

EXPECTATION / SUBSTRAND	9-12.HI.5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**California Content Standards
Social Studies
Grade: 10 - Adopted: 1998**

CONTENT STANDARD / DOMAIN / PART	CA.9-12.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve.
PERFORMANCE STANDARD / MODE	9-12.CST.	Chronological and Spatial Thinking

EXPECTATION / SUBSTRAND	9-12.CST.4.	Students relate current events to the physical and human characteristics of places and regions. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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CONTENT STANDARD / DOMAIN / PART	CA.9-12.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve.
PERFORMANCE STANDARD / MODE	9-12.HI.	Historical Interpretation

EXPECTATION / SUBSTRAND	9-12.HI.5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**California Content Standards
Social Studies
Grade: 11 - Adopted: 1998**

CONTENT STANDARD / DOMAIN / PART	CA.11.	United States History and Geography: Continuity and Change in the Twentieth Century
PERFORMANCE STANDARD / MODE	11.11.	Students analyze the major social problems and domestic policy issues in contemporary American society.

EXPECTATION / SUBSTRAND	11.11.5.	Trace the impact of, need for, and controversies associated with environmental conservation, expansion of the national park system, and the development of environmental protection laws, with particular attention to the interaction between environmental protection advocates and property rights advocates. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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CONTENT STANDARD / DOMAIN / PART CA.9-12.HSSA. **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve.**

PERFORMANCE STANDARD / MODE	9-12.CST.	Chronological and Spatial Thinking
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EXPECTATION / SUBSTRAND	9-12.CST.4.	Students relate current events to the physical and human characteristics of places and regions. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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CONTENT STANDARD / DOMAIN / PART CA.9-12.HSSA. **Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve.**

PERFORMANCE STANDARD / MODE	9-12.HI.	Historical Interpretation
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EXPECTATION / SUBSTRAND	9-12.HI.5.	Students analyze human modifications of landscapes and examine the resulting environmental policy issues. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**California Content Standards
Social Studies
Grade: 12 - Adopted: 1998**

CONTENT STANDARD / DOMAIN / PART CA.12.PA Principles of American Democracy D.

PERFORMANCE STANDARD / MODE	12.PAD.2.	Students evaluate and take and defend positions on the scope and limits of rights and obligations as democratic citizens, the relationships among them, and how they are secured.
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EXPECTATION / SUBSTRAND	12.2.4.	Understand the obligations of civic-mindedness, including voting, being informed on civic issues, volunteering and performing public service, and serving in the military or alternative service. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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EXPECTATION / SUBSTRAND	12.2.5.	Describe the reciprocity between rights and obligations; that is, why enjoyment of one's rights entails respect for the rights of others. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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CONTENT STANDARD / DOMAIN / PART CA.12.PA Principles of American Democracy D.

PERFORMANCE STANDARD / MODE	12.PAD.3.	Students evaluate and take and defend positions on what the fundamental values and principles of civil society are (i.e., the autonomous sphere of voluntary personal, social, and economic relations that are not part of government), their interdependence, and the meaning and importance of those values and principles for a free society.
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EXPECTATION / SUBSTRAND	12.3.1.	Explain how civil society provides opportunities for individuals to associate for social, cultural, religious, economic, and political purposes. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
EXPECTATION / SUBSTRAND	12.3.2.	Explain how civil society makes it possible for people, individually or in association with others, to bring their influence to bear on government in ways other than voting and elections. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
CONTENT STANDARD / DOMAIN / PART	CA.12.PA	Principles of American Democracy D.
PERFORMANCE STANDARD / MODE	12.PAD.10.	Students formulate questions about and defend their analyses of tensions within our constitutional democracy and the importance of maintaining a balance between the following concepts: majority rule and individual rights; liberty and equality; state and national authority in a federal system; civil disobedience and the rule of law; freedom of the press and the right to a fair trial; the relationship of religion and government. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
CONTENT STANDARD / DOMAIN / PART	CA.12.PE	Principles of Economics .
PERFORMANCE STANDARD / MODE	12.PE.3.	Students analyze the influence of the federal government on the American economy.
EXPECTATION / SUBSTRAND	12.3.1.	Understand how the role of government in a market economy often includes providing for national defense, addressing environmental concerns, defining and enforcing property rights, attempting to make markets more competitive, and protecting consumers' rights. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
CONTENT STANDARD / DOMAIN / PART	CA.9-12.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve.
PERFORMANCE STANDARD / MODE	9-12.CST.	Chronological and Spatial Thinking
EXPECTATION / SUBSTRAND	9-12.CST.4.	Students relate current events to the physical and human characteristics of places and regions. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
CONTENT STANDARD / DOMAIN / PART	CA.9-12.HSSA.	Historical and Social Sciences Analysis Skills: The intellectual skills noted below are to be learned through, and applied to, the content standards for grades nine through twelve.
PERFORMANCE STANDARD / MODE	9-12.HI.	Historical Interpretation

EXPECTATION / 9-12.HI.5. Students analyze human modifications of landscapes and examine the resulting environmental policy issues.
SUBSTRAND

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[9-12 Environmental Justice Video](#)