Main Criteria: Connecticut State 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

Connecticut State Standards
Language Arts
Grade: **3** - Adopted: **2010**

DOMAIN / CONTENT STANDARD **CT.CC.RL.3.** **Reading Standards for Literature**

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.RL.3.** **Reading Standards for Literature**

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.RI.3.** **Reading Standards for Informational Text**

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
GRADE LEVEL EXPECTATION	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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). **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Family Presentation Staff Presentation

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

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		Fluency
GRADE LEVEL EXPECTATION	**RF.3.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.3.4(a)	Read on-level text with purpose and understanding. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

INDICATOR	RF.3.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W. 3.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.3.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.3.2(a)	Introduce a topic and group related information together; include illustrations when useful to aiding comprehension. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation
INDICATOR	W.3.2(b)	Develop the topic with facts, definitions, and details. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.3.2(c)	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.3.2(d)	Provide a concluding statement or section. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W. 3.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**

GRADE LEVEL EXPECTATION	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.
INDICATOR	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.W.3.** **Writing Standards**

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.) **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
GRADE LEVEL EXPECTATION	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.W.3.** **Writing Standards**

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	W.3.7.	Conduct short research projects that build knowledge about a topic. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career

DOMAIN / CONTENT STANDARD	CT.CC.W.3.	Writing Standards

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	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

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

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
INDICATOR	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). **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
INDICATOR	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 Assembly Announcement Poster Campaign Staff Presentation

INDICATOR	SL.3.1(d)	Explain their own ideas and understanding in light of the 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

DOMAIN / CONTENT STANDARD	**CT.CC.SL.3.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
GRADE LEVEL EXPECTATION	SL.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.SL.3.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L.3.**	**Language Standards**
STATE FRAMEWORK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**L.3.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**

INDICATOR	L.3.3(a)	Choose words and phrases for effect. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L. 3.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	L.3.4(a)	Use sentence-level context 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

DOMAIN / CONTENT STANDARD	**CT.CC.L. 3.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**L.3.5.**	**Demonstrate understanding of word relationships and nuances in word meanings.**
INDICATOR	L.3.5(a)	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L. 3.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	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** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	CT.CC.RL.4.	Reading Standards for Literature

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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

DOMAIN / CONTENT STANDARD	CT.CC.RL.4.	Reading Standards for Literature

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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

DOMAIN / CONTENT STANDARD	CT.CC.RL.4.	Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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 Assembly Announcement Family Presentation Staff Presentation

GRADE LEVEL EXPECTATION	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

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

STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** Family Presentation Staff Presentation
GRADE LEVEL EXPECTATION	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		**Fluency**
GRADE LEVEL EXPECTATION	**RF.4.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.4.4(a)	Read on-level text with purpose and understanding. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
INDICATOR	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.4.**	**Writing Standards**

STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.4.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.4.2(a)	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

INDICATOR	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.W.4. Writing Standards**

STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.4.4.	Produce clear and coherent writing 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.) **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
GRADE LEVEL EXPECTATION	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.W.4. Writing Standards**

STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career

GRADE LEVEL EXPECTATION	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career

DOMAIN / CONTENT STANDARD	**CT.CC.W.4.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.4.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	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].''). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
INDICATOR	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''). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.4.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.SL.4.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**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.**

INDICATOR	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. **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
INDICATOR	SL.4.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles. **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
INDICATOR	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. **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
INDICATOR	SL.4.1(d)	Review the key ideas expressed and explain their own ideas and understanding in light of the 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

DOMAIN / CONTENT STANDARD	**CT.CC.SL.4.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
GRADE LEVEL EXPECTATION	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. **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

DOMAIN / CONTENT STANDARD **CT.CC.L.4.** **Language Standards**

STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.4.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	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

DOMAIN / CONTENT STANDARD **CT.CC.L.4.** **Language Standards**

STATE FRAMEWORK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**L.4.3.**	**Use knowledge of language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	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

INDICATOR	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

DOMAIN / CONTENT STANDARD	**CT.CC.L. 4.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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

DOMAIN / CONTENT STANDARD	**CT.CC.L. 4.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	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** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation

Connecticut State Standards

Language Arts

Grade: **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.R L.5.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**

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

DOMAIN / CONTENT STANDARD	**CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	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). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.RI Reading Standards for Informational Text .5.**

STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**

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

DOMAIN / CONTENT STANDARD	**CT.CC.RF.5.**	**Reading Standards: Foundational Skills**
STATE FRAMEWORK		**Fluency**
GRADE LEVEL EXPECTATION	**RF.5.4.**	**Read with sufficient accuracy and fluency to support comprehension.**
INDICATOR	RF.5.4(a)	Read on-level text with purpose and understanding. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
INDICATOR	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.5.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.5.2.**	**Write informative/explanatory texts to examine a topic and convey ideas and information clearly.**
INDICATOR	W.5.2(a)	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation

INDICATOR	W.5.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.5.2(c)	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.5.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.5.2(e)	Provide a concluding statement or section related to the information or explanation presented. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.W.5.** **Writing Standards**

STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	W.5.4.	Produce clear and coherent writing 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.) **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

GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.5.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.5.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	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]''). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.5.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**

GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.SL.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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. **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
INDICATOR	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles. **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
INDICATOR	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. **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

DOMAIN / CONTENT STANDARD	**CT.CC.SL.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**

GRADE LEVEL EXPECTATION	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.SL.5.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance

DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.5.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.5.1(d)	Recognize and correct inappropriate shifts in verb tense. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**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.**

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

DOMAIN / CONTENT STANDARD	**CT.CC.L.5.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	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). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

Connecticut State Standards
Language Arts
Grade: **6** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RL.6.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.RL.6.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
GRADE LEVEL EXPECTATION	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). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RI.6.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	CT.CC.RI Reading Standards for Informational Text .6.	
STATE FRAMEWORK		**Integration of Knowledge and Ideas**

GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W. 6.**	**Writing Standards**

STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	W.6.2(a)	Introduce a topic; 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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.6.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

INDICATOR	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.6.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	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.) **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
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.6.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	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

DOMAIN / CONTENT STANDARD	**CT.CC.W.6.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.6.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**

INDICATOR	W.6.9(b)	Apply grade 6 reading standards to literary nonfiction (e.g., ''Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not''). **Alliance to Save Energy** Assembly Announcement Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.6.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.SL.6.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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. **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
INDICATOR	SL.6.1(b)	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed. **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

INDICATOR	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. **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

DOMAIN / CONTENT STANDARD	**CT.CC.SL.6.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
GRADE LEVEL EXPECTATION	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

DOMAIN / CONTENT STANDARD	**CT.CC.L.6.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.6.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.6.1(d)	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
INDICATOR	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). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L. 6.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 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

Connecticut State Standards

Language Arts

Grade: **7** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.R L.7.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	CT.CC.RL.7.	Reading Standards for Literature

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance

DOMAIN / CONTENT STANDARD	CT.CC.RL.7.	Reading Standards for Literature

STATE FRAMEWORK		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		Key Ideas and Details
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
GRADE LEVEL EXPECTATION	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). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		Craft and Structure

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

DOMAIN / CONTENT STANDARD **CT.CC.W. 7. Writing Standards**

STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	W.7.2(a)	Introduce a topic 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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.7.2(b)	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.7.2(c)	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.7.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

INDICATOR	W.7.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.W.7.** **Writing Standards**

STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	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.) **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
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.W.7.** **Writing Standards**

STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career

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

DOMAIN / CONTENT STANDARD	**CT.CC.W.7. Writing Standards**

STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	**W.7.9.**	**Draw evidence from literary or informational texts to support analysis, reflection, and research.**
INDICATOR	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''). **Alliance to Save Energy** Assembly Announcement Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.7. Writing Standards**

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.SL.7. Speaking and Listening Standards**

STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**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.**

INDICATOR	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. **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
INDICATOR	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. **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
INDICATOR	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. **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
INDICATOR	SL.7.1(d)	Acknowledge new information expressed by others and, when warranted, modify their own views. **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

DOMAIN / CONTENT STANDARD	**CT.CC.SL.7.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation

GRADE LEVEL EXPECTATION	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

DOMAIN / CONTENT STANDARD	**CT.CC.L. 7.**	**Language Standards**
STATE FRAMEWORK		**Knowledge of Language**
GRADE LEVEL EXPECTATION	**L.7.3.**	**Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.**
INDICATOR	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L. 7.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
INDICATOR	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). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L. 7.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**

GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 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

Connecticut State Standards

Language Arts

Grade: **8** - Adopted: **2010**

DOMAIN / CONTENT STANDARD **CT.CC.RL.8.** **Reading Standards for Literature**

STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W. 8.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**W.8.2.**	**Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.**
INDICATOR	W.8.2(a)	Introduce a topic 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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. **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
INDICATOR	W.8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	CT.CC.W.8.	Writing Standards

STATE FRAMEWORK		Production and Distribution of Writing
GRADE LEVEL EXPECTATION	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.) **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
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	CT.CC.W.8.	Writing Standards

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	CT.CC.W.8.	Writing Standards

STATE FRAMEWORK		Range of Writing

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

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

STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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. **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
INDICATOR	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. **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
INDICATOR	SL.8.1(c)	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. **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

INDICATOR	SL.8.1(d)	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. **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

DOMAIN / CONTENT STANDARD	**CT.CC.SL.8.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
GRADE LEVEL EXPECTATION	SL.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance

DOMAIN / CONTENT STANDARD	**CT.CC.L.8.**	**Language Standards**
STATE FRAMEWORK		**Conventions of Standard English**
GRADE LEVEL EXPECTATION	**L.8.1.**	**Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.**
INDICATOR	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L.8.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**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.**

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

DOMAIN / CONTENT STANDARD	**CT.CC.L.8.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 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

Connecticut State Standards
Language Arts
Grade: **9** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RL.9-10.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.RI.9-10.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**

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

DOMAIN / CONTENT STANDARD	**CT.CC.RI.9-10.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	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). **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.9-10.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	W.9-10.2(a)	Introduce a topic; 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. **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

INDICATOR	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	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). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

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

STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	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.) **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

GRADE LEVEL EXPECTATION	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. **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

DOMAIN / CONTENT STANDARD	**CT.CC.W.9-10.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

DOMAIN / CONTENT STANDARD	**CT.CC.W.9-10.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	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. **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

DOMAIN / CONTENT STANDARD	**CT.CC.SL.9-10.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**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.**

INDICATOR	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. **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
INDICATOR	SL.9-10.1(b)	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. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
INDICATOR	SL.9-10.1(c)	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. **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
INDICATOR	SL.9-10.1(d)	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. **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
DOMAIN / CONTENT STANDARD	**CT.CC.SL.9-10.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**

GRADE LEVEL EXPECTATION	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L. 9-10.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
INDICATOR	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). **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L. 9-10.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**

GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 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

Connecticut State Standards
Language Arts
Grade: **10** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RL.9-10.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RL.9-10.10.	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. **Alliance to Save Energy** Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.RI.9-10.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.RI.9-10.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**

GRADE LEVEL EXPECTATION	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). **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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

STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	W.9-10.2(a)	Introduce a topic; 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. **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
INDICATOR	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

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

DOMAIN / CONTENT STANDARD	**CT.CC.W.9-10.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	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.) **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
GRADE LEVEL EXPECTATION	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. **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

DOMAIN / CONTENT STANDARD	**CT.CC.W.9-10.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

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

STATE FRAMEWORK		**Range of Writing**
GRADE LEVEL EXPECTATION	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. **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

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

STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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. **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
INDICATOR	SL.9-10.1(b)	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. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation

INDICATOR	SL.9-10.1(c)	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. **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
INDICATOR	SL.9-10.1(d)	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. **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

DOMAIN / CONTENT STANDARD	**CT.CC.SL.9-10.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L.9-10.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**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.**

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

DOMAIN / CONTENT STANDARD	**CT.CC.L.9-10.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 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

Connecticut State Standards

Language Arts

Grade: **11** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RL.11-12.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.RI.11-12.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**

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

DOMAIN / CONTENT STANDARD	**CT.CC.RI.11-12.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Craft and Structure**
GRADE LEVEL EXPECTATION	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). **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.RI.11-12.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Integration of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	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** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

DOMAIN / CONTENT STANDARD	**CT.CC.W.11-12.**	**Writing Standards**
STATE FRAMEWORK		**Text Types and Purposes**
GRADE LEVEL EXPECTATION	**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.**

INDICATOR	W.11-12.2(a)	Introduce a topic; 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. **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
INDICATOR	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	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). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.W.11-12.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**

GRADE LEVEL EXPECTATION	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.) **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
GRADE LEVEL EXPECTATION	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. **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

DOMAIN / CONTENT STANDARD	**CT.CC.W.11-12.**	**Writing Standards**
STATE FRAMEWORK		**Research to Build and Present Knowledge**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

DOMAIN / CONTENT STANDARD	**CT.CC.W.11-12.**	**Writing Standards**
STATE FRAMEWORK		**Range of Writing**

GRADE LEVEL EXPECTATION	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. **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

DOMAIN / CONTENT STANDARD **CT.CC.SL.11-12.** **Speaking and Listening Standards**

STATE FRAMEWORK		**Comprehension and Collaboration**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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. **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
INDICATOR	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. **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
INDICATOR	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. **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

DOMAIN / CONTENT STANDARD **CT.CC.SL.11-12.** **Speaking and Listening Standards**

STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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 or formal and informal tasks. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation

DOMAIN / CONTENT STANDARD **CT.CC.L.11-12.** **Language Standards**

STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
INDICATOR	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). **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.L.11-12.** **Language Standards**

STATE FRAMEWORK		**Vocabulary Acquisition and Use**

GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 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

Connecticut State Standards

Language Arts

Grade: **12** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.RL.11-12.**	**Reading Standards for Literature**
STATE FRAMEWORK		**Range of Reading and Level of Text Complexity**
GRADE LEVEL EXPECTATION	RL.11-12.10.	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. **Alliance to Save Energy** Assembly Announcement Family Presentation Staff Presentation
DOMAIN / CONTENT STANDARD	**CT.CC.RI.11-12.**	**Reading Standards for Informational Text**
STATE FRAMEWORK		**Key Ideas and Details**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN / CONTENT STANDARD	**CT.CC.RI.11-12.**	**Reading Standards for Informational Text**

STATE FRAMEWORK		Craft and Structure
GRADE LEVEL EXPECTATION	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). **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD **CT.CC.RI Reading Standards for Informational Text .11-12.**

STATE FRAMEWORK		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION	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** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

DOMAIN / CONTENT STANDARD **CT.CC.W. Writing Standards 11-12.**

STATE FRAMEWORK		Text Types and Purposes
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	W.11-12.2(a)	Introduce a topic; 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. **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
INDICATOR	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

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

DOMAIN / CONTENT STANDARD	**CT.CC.W.11-12.**	**Writing Standards**
STATE FRAMEWORK		**Production and Distribution of Writing**
GRADE LEVEL EXPECTATION	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.) **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
GRADE LEVEL EXPECTATION	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. **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

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

STATE FRAMEWORK		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

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

STATE FRAMEWORK		Range of Writing
GRADE LEVEL EXPECTATION	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. **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

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

STATE FRAMEWORK		Comprehension and Collaboration
GRADE LEVEL EXPECTATION	**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.**

INDICATOR	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. **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
INDICATOR	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. **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
INDICATOR	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. **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

DOMAIN / CONTENT STANDARD	**CT.CC.SL.11-12.**	**Speaking and Listening Standards**
STATE FRAMEWORK		**Presentation of Knowledge and Ideas**
GRADE LEVEL EXPECTATION	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, 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 or formal and informal tasks. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L. 11-12.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	**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.**
INDICATOR	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. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
INDICATOR	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). **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN / CONTENT STANDARD	**CT.CC.L. 11-12.**	**Language Standards**
STATE FRAMEWORK		**Vocabulary Acquisition and Use**
GRADE LEVEL EXPECTATION	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. **Alliance to Save Energy** 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

Connecticut State Standards

Mathematics

Grade: **3** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.O A.3.**	**Operations and Algebraic Thinking**
STATE FRAMEWORK		**Represent and solve problems involving multiplication and division.**

GRADE LEVEL EXPECTATION	OA.3.3.	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. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN / CONTENT STANDARD	**CT.CC.OA.3.**	**Operations and Algebraic Thinking**
STATE FRAMEWORK		**Multiply and divide within 100.**
GRADE LEVEL EXPECTATION	OA.3.7.	Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 / 5 = 8) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN / CONTENT STANDARD	**CT.CC.OA.3.**	**Operations and Algebraic Thinking**
STATE FRAMEWORK		**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**
GRADE LEVEL EXPECTATION	OA.3.8.	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. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN / CONTENT STANDARD	**CT.CC.NBT.3.**	**Number and Operations in Base Ten**
STATE FRAMEWORK		**Use place value understanding and properties of operations to perform multi-digit arithmetic.**

GRADE LEVEL EXPECTATION	NBT.3.1.	Use place value understanding to round whole numbers to the nearest 10 or 100. **Alliance to Save Energy** 3-5 Energy Audit Video
GRADE LEVEL EXPECTATION	NBT.3.2.	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. **Alliance to Save Energy** Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN / CONTENT STANDARD	**CT.CC.NF.3.**	**Number and Operations--Fractions**
STATE FRAMEWORK		**Develop understanding of fractions as numbers.**
GRADE LEVEL EXPECTATION	NF.3.1.	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. **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN / CONTENT STANDARD	**CT.CC.NF.3.**	**Number and Operations--Fractions**
STATE FRAMEWORK		**Develop understanding of fractions as numbers.**
GRADE LEVEL EXPECTATION	**NF.3.3.**	**Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.**
INDICATOR	NF.3.3(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. **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN / CONTENT STANDARD	**CT.CC.MD.3.**	**Measurement and Data**
STATE FRAMEWORK		**Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**
GRADE LEVEL EXPECTATION	MD.3.1.	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. **Alliance to Save Energy** 3-5 Energy Audit Video

DOMAIN / CONTENT STANDARD	**CT.CC.OA.4.**	**Operations and Algebraic Thinking**

STATE FRAMEWORK		**Use the four operations with whole numbers to solve problems.**
GRADE LEVEL EXPECTATION	OA.4.2.	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. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
GRADE LEVEL EXPECTATION	OA.4.3.	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. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN / CONTENT STANDARD	**CT.CC.NBT.4.**	**Number and Operations in Base Ten**

STATE FRAMEWORK		**Generalize place value understanding for multi-digit whole numbers.**
GRADE LEVEL EXPECTATION	NBT.4.2.	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. **Alliance to Save Energy** 3-5 Shower Audit Calculations
GRADE LEVEL EXPECTATION	NBT.4.3.	Use place value understanding to round multi-digit whole numbers to any place. **Alliance to Save Energy** 3-5 Energy Audit Video

DOMAIN / CONTENT STANDARD	**CT.CC.NBT.4.**	**Number and Operations in Base Ten**

STATE FRAMEWORK		**Use place value understanding and properties of operations to perform multi-digit arithmetic.**

GRADE LEVEL EXPECTATION	NBT.4.4.	Fluently add and subtract multi-digit whole numbers using the standard algorithm. **Alliance to Save Energy** Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
GRADE LEVEL EXPECTATION	NBT.4.5.	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. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations
GRADE LEVEL EXPECTATION	NBT.4.6.	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. **Alliance to Save Energy** 3-5 Energy Audit Video Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN / CONTENT STANDARD	**CT.CC.NF.4.**	**Number and Operations--Fractions**
STATE FRAMEWORK		**Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**
GRADE LEVEL EXPECTATION	**NF.4.4.**	**Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.**
INDICATOR	NF.4.4(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 x (1/4), recording the conclusion by the equation 5/4 = 5 x (1/4). **Alliance to Save Energy** 3-5 Shower Audit Calculations
INDICATOR	NF.4.4(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 x (2/5) as 6 x (1/5), recognizing this product as 6/5. (In general, n x (a/b) = (n x a)/b.) **Alliance to Save Energy** 3-5 Shower Audit Calculations
INDICATOR	NF.4.4(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 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? **Alliance to Save Energy** 3-5 Shower Audit Calculations

Connecticut State Standards

Mathematics

Grade: **5** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.NBT.5.**	**Number and Operations in Base Ten**
STATE FRAMEWORK		**Perform operations with multi-digit whole numbers and with decimals to hundredths.**
GRADE LEVEL EXPECTATION	NBT.5.5.	Fluently multiply multi-digit whole numbers using the standard algorithm. **Alliance to Save Energy** 3-5 Energy Audit Video

DOMAIN / CONTENT STANDARD	**CT.CC.NF.5.**	**Number and Operations--Fractions**
STATE FRAMEWORK		**Use equivalent fractions as a strategy to add and subtract fractions.**
GRADE LEVEL EXPECTATION	NF.5.2.	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 2/5 + 1/2 = 3/7, by observing that 3/7 < 1/2. **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN / CONTENT STANDARD	**CT.CC.NF.5.**	**Number and Operations--Fractions**
STATE FRAMEWORK		**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**
GRADE LEVEL EXPECTATION	NF.5.3.	Interpret a fraction as division of the numerator by the denominator (a/b = a / 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 3/4 as the result of dividing 3 by 4, noting that 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 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? **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN / CONTENT STANDARD	**CT.CC.NF.5.**	**Number and Operations--Fractions**
STATE FRAMEWORK		**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**
GRADE LEVEL EXPECTATION	**NF.5.4.**	**Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.**
INDICATOR	NF.5.4(a)	Interpret the product (a/b) x q as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations a x q / b. For example, use a visual fraction model to show (2/3) x 4 = 8/3, and create a story context for this equation. Do the same with (2/3) x (4/5) = 8/15. (In general, (a/b) x (c/d) = ac/bd.) **Alliance to Save Energy** 3-5 Shower Audit Calculations

INDICATOR	NF.5.4(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. **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN / CONTENT STANDARD	**CT.CC.NF.5.**	**Number and Operations--Fractions**
STATE FRAMEWORK		**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**
GRADE LEVEL EXPECTATION	NF.5.6.	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem. **Alliance to Save Energy** 3-5 Shower Audit Calculations

Connecticut State Standards

Mathematics

Grade: **7** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.NS.7.**	**The Number System**
STATE FRAMEWORK		**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**
GRADE LEVEL EXPECTATION	**NS.7.2.**	**Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.**
INDICATOR	NS.7.2(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. **Alliance to Save Energy** 6-12 Shower Audit Calculations
INDICATOR	NS.7.2(c)	Apply properties of operations as strategies to multiply and divide rational numbers. **Alliance to Save Energy** 6-12 Shower Audit Calculations

DOMAIN / CONTENT STANDARD	**CT.CC.NS.7.**	**The Number System**
STATE FRAMEWORK		**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**
GRADE LEVEL EXPECTATION	NS.7.3.	Solve real-world and mathematical problems involving the four operations with rational numbers. **Alliance to Save Energy** 6-12 Shower Audit Calculations

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

STATE FRAMEWORK		**Solve real-life and mathematical problems using numerical and algebraic expressions and equations.**
GRADE LEVEL EXPECTATION	EE.7.3.	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 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 3/4 inches long in the center of a door that is 27 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. **Alliance to Save Energy** 6-12 Shower Audit Calculations

Connecticut State Standards
Mathematics
Grade: **9** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.S.**	**Statistics and Probability**

STATE FRAMEWORK	**S-ID.**	**Interpreting Categorical and Quantitative Data**
GRADE LEVEL EXPECTATION		**Summarize, represent, and interpret data on two categorical and quantitative variables**
INDICATOR	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

DOMAIN / CONTENT STANDARD	**CT.CC.S.**	**Statistics and Probability**

STATE FRAMEWORK	**S-CP.**	**Conditional Probability and the Rules of Probability**
GRADE LEVEL EXPECTATION		**Understand independence and conditional probability and use them to interpret data**
INDICATOR	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

Connecticut State Standards
Mathematics
Grade: **10** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.S.**	**Statistics and Probability**

STATE FRAMEWORK	**S-ID.**	**Interpreting Categorical and Quantitative Data**

GRADE LEVEL EXPECTATION		**Summarize, represent, and interpret data on two categorical and quantitative variables**
INDICATOR	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

DOMAIN / CONTENT STANDARD **CT.CC.S. Statistics and Probability**

STATE FRAMEWORK	**S-CP.**	**Conditional Probability and the Rules of Probability**
GRADE LEVEL EXPECTATION		**Understand independence and conditional probability and use them to interpret data**
INDICATOR	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

Connecticut State Standards
Mathematics
Grade: **11** - Adopted: **2010**

DOMAIN / CONTENT STANDARD **CT.CC.S. Statistics and Probability**

STATE FRAMEWORK	**S-ID.**	**Interpreting Categorical and Quantitative Data**
GRADE LEVEL EXPECTATION		**Summarize, represent, and interpret data on two categorical and quantitative variables**
INDICATOR	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

DOMAIN / CONTENT STANDARD **CT.CC.S. Statistics and Probability**

STATE FRAMEWORK	**S-CP.**	**Conditional Probability and the Rules of Probability**
GRADE LEVEL EXPECTATION		**Understand independence and conditional probability and use them to interpret data**

INDICATOR	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

Connecticut State Standards
Mathematics
Grade: **12** - Adopted: **2010**

DOMAIN / CONTENT STANDARD	**CT.CC.S.**	**Statistics and Probability**
STATE FRAMEWORK	**S-ID.**	**Interpreting Categorical and Quantitative Data**
GRADE LEVEL EXPECTATION		**Summarize, represent, and interpret data on two categorical and quantitative variables**
INDICATOR	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

DOMAIN / CONTENT STANDARD	**CT.CC.S.**	**Statistics and Probability**
STATE FRAMEWORK	**S-CP.**	**Conditional Probability and the Rules of Probability**
GRADE LEVEL EXPECTATION		**Understand independence and conditional probability and use them to interpret data**
INDICATOR	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

Connecticut State Standards
Science
Grade: **K** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**NGSS.K-PS.**	**PHYSICAL SCIENCE**
STATE FRAMEWORK	**K-PS3.**	**Energy**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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)
INDICATOR	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)
DOMAIN / CONTENT STANDARD	**NGSS.K-ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**K-ESS3.**	**Earth and Human Activity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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)

Connecticut State Standards

Science

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

DOMAIN / CONTENT STANDARD	**NGSS.1-PS.**	**PHYSICAL SCIENCE**
STATE FRAMEWORK	**1-PS4.**	**Waves and their Applications in Technologies for Information Transfer**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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)

Connecticut State Standards
Science
Grade: **2** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**NGSS.2-ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**2-ESS2.**	**Earth's Systems**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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)

Connecticut State Standards
Science
Grade: **3** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**NGSS.3-ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**3-ESS2.**	**Earth's Systems**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. **Alliance to Save Energy** 3-5 Climate Video

Connecticut State Standards
Science
Grade: **4** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**NGSS.4-PS.**	**PHYSICAL SCIENCE**
STATE FRAMEWORK	**4-PS3.**	**Energy**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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
INDICATOR	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
DOMAIN / CONTENT STANDARD	**NGSS.4-ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**4-ESS3.**	**Earth and Human Activity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

Connecticut State Standards

Science

Grade: **5** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**NGSS.5-ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**5-ESS2.**	**Earth's Systems**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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
DOMAIN / CONTENT STANDARD	**NGSS.5-ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**5-ESS3.**	**Earth and Human Activity**

GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

Connecticut State Standards

Science

Grade: **6** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**NGSS.MS PHYSICAL SCIENCE -PS.**

STATE FRAMEWORK	**MS-PS2.**	**Motion and Stability: Forces and Interactions**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.MS LIFE SCIENCE -LS.**

STATE FRAMEWORK	**MS-LS2.**	**Ecosystems: Interactions, Energy, and Dynamics**

GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. **Alliance to Save Energy** 6-8 Climate Video
INDICATOR	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. **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

DOMAIN / CONTENT STANDARD	NGSS.MS-ESS.	EARTH AND SPACE SCIENCE
STATE FRAMEWORK	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	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. **Alliance to Save Energy** 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

INDICATOR	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
INDICATOR	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
INDICATOR	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

DOMAIN / CONTENT STANDARD	NGSS.MS -PS.	PHYSICAL SCIENCE

STATE FRAMEWORK	MS-PS2.	Motion and Stability: Forces and Interactions
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	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

DOMAIN / CONTENT STANDARD	NGSS.MS -LS.	LIFE SCIENCE

STATE FRAMEWORK	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:
INDICATOR	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. **Alliance to Save Energy** 6-8 Climate Video
INDICATOR	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. **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

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

STATE FRAMEWORK	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION		Students who demonstrate understanding can:

INDICATOR	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. **Alliance to Save Energy** 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
INDICATOR	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
INDICATOR	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

INDICATOR	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

Connecticut State Standards
Science
Grade: **8** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**NGSS.MS-PS.**	**PHYSICAL SCIENCE**
STATE FRAMEWORK	**MS-PS2.**	**Motion and Stability: Forces and Interactions**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.MS-LS.**	**LIFE SCIENCE**
STATE FRAMEWORK	**MS-LS2.**	**Ecosystems: Interactions, Energy, and Dynamics**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. **Alliance to Save Energy** 6-8 Climate Video
INDICATOR	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. **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

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

STATE FRAMEWORK	**MS-ESS3.**	**Earth and Human Activity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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. **Alliance to Save Energy** 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
INDICATOR	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

INDICATOR	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
INDICATOR	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

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Grade: **9** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**NGSS.HS-PS.**	**PHYSICAL SCIENCE**
STATE FRAMEWORK	**HS-PS3.**	**Energy**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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
INDICATOR	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
INDICATOR	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
DOMAIN / CONTENT STANDARD	**NGSS.HS-LS.**	**LIFE SCIENCE**

STATE FRAMEWORK	**HS-LS2.**	**Ecosystems: Interactions, Energy, and Dynamics**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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
INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-LS.**	**LIFE SCIENCE**

STATE FRAMEWORK	**HS-LS4.**	**Biological Evolution: Unity and Diversity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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

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

STATE FRAMEWORK	**HS-ESS1.**	**Earth's Place in the Universe**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

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

STATE FRAMEWORK	**HS-ESS2.**	**Earth's Systems**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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
INDICATOR	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

INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**HS-ESS3.**	**Earth and Human Activity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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. **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

INDICATOR	HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

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

INDICATOR	HS-ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, 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 Audit Video
9-12 Energy Basics Video
9-12 Environmental Justice Video
9-12 Explore Renewables Video
9-12 Green Your Career Video
9-12 My Future Green Career
9-12 Understanding Energy Demand Video
9-12 Water Audit
Amelia Airflow 9-12
Appliance Audit
Assembly Announcement
Capstone Project
Carbon Footprint Calculator
Carbon Footprint Journal
Energy Patrol Contest
Family Presentation
Green Future Design
HVAC Audit
Home Energy Audit
Home Energy Demand Pledge
Lighting Audit
Mr. BAS
Mr. BTU 9-12
My Future Green Career Presentation
Poster Campaign
School Audit
Shutdown Reminders
Staff Presentation
Water Awareness Posters
Water Saving Awareness

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

INDICATOR	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
DOMAIN / CONTENT STANDARD	**NGSS.HS-ETS.**	**ENGINEERING DESIGN**
STATE FRAMEWORK	**HS-ETS1.**	**Engineering Design**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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. **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

INDICATOR	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. **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 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
INDICATOR	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. **Alliance to Save Energy** 9-12 Climate Video

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DOMAIN / CONTENT STANDARD	**NGSS.HS-PS.**	**PHYSICAL SCIENCE**
STATE FRAMEWORK	**HS-PS3.**	**Energy**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

INDICATOR	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
INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-LS.**	**LIFE SCIENCE**
STATE FRAMEWORK	**HS-LS2.**	**Ecosystems: Interactions, Energy, and Dynamics**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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
INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-LS.**	**LIFE SCIENCE**
STATE FRAMEWORK	**HS-LS4.**	**Biological Evolution: Unity and Diversity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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

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

STATE FRAMEWORK	**HS-ESS1.**	**Earth's Place in the Universe**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

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

STATE FRAMEWORK	**HS-ESS2.**	**Earth's Systems**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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
INDICATOR	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

INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**HS-ESS3.**	**Earth and Human Activity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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. **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

INDICATOR	HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

Alliance to Save Energy

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9-12 Climate Video
9-12 Custodial Presentation & Pledge
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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

INDICATOR	HS-ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, 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
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9-12 Environmental Justice Video
9-12 Explore Renewables Video
9-12 Green Your Career Video
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Home Energy Audit
Home Energy Demand Pledge
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Mr. BAS
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School Audit
Shutdown Reminders
Staff Presentation
Water Awareness Posters
Water Saving Awareness

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

INDICATOR	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
DOMAIN / CONTENT STANDARD	**NGSS.HS-ETS.**	**ENGINEERING DESIGN**
STATE FRAMEWORK	**HS-ETS1.**	**Engineering Design**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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. **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

INDICATOR	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. **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 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
INDICATOR	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. **Alliance to Save Energy** 9-12 Climate Video

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DOMAIN / CONTENT STANDARD	**NGSS.HS-PS.**	**PHYSICAL SCIENCE**
STATE FRAMEWORK	**HS-PS3.**	**Energy**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

INDICATOR	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
INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-LS.**	**LIFE SCIENCE**
STATE FRAMEWORK	**HS-LS2.**	**Ecosystems: Interactions, Energy, and Dynamics**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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
INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-LS.**	**LIFE SCIENCE**
STATE FRAMEWORK	**HS-LS4.**	**Biological Evolution: Unity and Diversity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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

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

STATE FRAMEWORK	**HS-ESS1.**	**Earth's Place in the Universe**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

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

STATE FRAMEWORK	**HS-ESS2.**	**Earth's Systems**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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
INDICATOR	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

INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**HS-ESS3.**	**Earth and Human Activity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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. **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

INDICATOR	HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

Alliance to Save Energy

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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
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

INDICATOR	HS-ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, 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 Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness

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

INDICATOR	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
DOMAIN / CONTENT STANDARD	**NGSS.HS-ETS.**	**ENGINEERING DESIGN**
STATE FRAMEWORK	**HS-ETS1.**	**Engineering Design**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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. **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

INDICATOR	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. **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 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
INDICATOR	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. **Alliance to Save Energy** 9-12 Climate Video

Connecticut State Standards
Science
Grade: **12** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**NGSS.HS-PS.**	**PHYSICAL SCIENCE**
STATE FRAMEWORK	**HS-PS3.**	**Energy**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

INDICATOR	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
INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-LS.**	**LIFE SCIENCE**
STATE FRAMEWORK	**HS-LS2.**	**Ecosystems: Interactions, Energy, and Dynamics**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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
INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-LS.**	**LIFE SCIENCE**
STATE FRAMEWORK	**HS-LS4.**	**Biological Evolution: Unity and Diversity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS -ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**HS-ESS1.**	**Earth's Place in the Universe**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS -ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**HS-ESS2.**	**Earth's Systems**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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
INDICATOR	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

INDICATOR	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

DOMAIN / CONTENT STANDARD	**NGSS.HS-ESS.**	**EARTH AND SPACE SCIENCE**
STATE FRAMEWORK	**HS-ESS3.**	**Earth and Human Activity**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**
INDICATOR	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. **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

INDICATOR	HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.

Alliance to Save Energy

6-12 Final Presentation & Peer Performance
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INDICATOR	HS-ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, 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 Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness

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

INDICATOR	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
DOMAIN / CONTENT STANDARD	**NGSS.HS-ETS.**	**ENGINEERING DESIGN**
STATE FRAMEWORK	**HS-ETS1.**	**Engineering Design**
GRADE LEVEL EXPECTATION		**Students who demonstrate understanding can:**

INDICATOR	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. **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

INDICATOR	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. **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 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
INDICATOR	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. **Alliance to Save Energy** 9-12 Climate Video

Connecticut State Standards
Social Studies
Grade: **3** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**CT.SS.3. CONNECTICUT AND LOCAL HISTORY**	
STATE FRAMEWORK	**3.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in Connecticut and Local History (Grade 3) will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 3-5.16.	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. **Alliance to Save Energy** 3-5 Environmental Justice Video

Connecticut State Standards
Social Studies

DOMAIN / CONTENT STANDARD	**CT.SS.4. UNITED STATES GEOGRAPHY**

STATE FRAMEWORK	**4.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 4, the focus is on the disciplinary concepts and skills students need to understand United States Geography. In fourth grade, geography is supported through an interdisciplinary approach that includes history, civics, and economics. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 4 should lead to deep and enduring understanding (C3, p. 29).**
GRADE LEVEL EXPECTATION		**HISTORY**
INDICATOR		**Perspectives**
INDICATOR	HIST 4.1.	Explain connections among historical contexts and people's perspectives at the time. **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.4. UNITED STATES GEOGRAPHY**

STATE FRAMEWORK	**4.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grade 4, the focus is on the disciplinary concepts and skills students need to understand United States Geography. In fourth grade, geography is supported through an interdisciplinary approach that includes history, civics, and economics. These interdisciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 4 should lead to deep and enduring understanding (C3, p. 29).**
GRADE LEVEL EXPECTATION		**ECONOMICS**
INDICATOR		**Economic Decision-Making**
INDICATOR	ECO 4.1.	Compare the benefits and costs of individual choices. **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.4. UNITED STATES GEOGRAPHY**

STATE FRAMEWORK	**4.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in United States Geography (Grade 4) will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 3-5.16.	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. **Alliance to Save Energy** 3-5 Environmental Justice Video

Connecticut State Standards

Social Studies

Grade: **6** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**CT.SS.6-7. WORLD REGIONAL STUDIES**

STATE FRAMEWORK	**6-7.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).**
GRADE LEVEL EXPECTATION		**GEOGRAPHY**
INDICATOR		**Global Interconnections**
INDICATOR	GEO 6-7.11.	Explain how global changes in population distribution affect changes in land use in particular regions. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN / CONTENT STANDARD **CT.SS.6-7.** **WORLD REGIONAL STUDIES**

STATE FRAMEWORK	**6-7.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Civic and Political Institutions**
INDICATOR	CIV 6-7.1.	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders). **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN / CONTENT STANDARD **CT.SS.6-7.** **WORLD REGIONAL STUDIES**

STATE FRAMEWORK	**6-7.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Processes, Rules and Laws**
INDICATOR	CIV 6-7.2.	Assess specific rules and laws (both actual and proposed) as means of addressing public problems. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN / CONTENT STANDARD **CT.SS.6-7.** **WORLD REGIONAL STUDIES**

STATE FRAMEWORK	**6-7.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).**
GRADE LEVEL EXPECTATION		**HISTORY**

INDICATOR		**Change, Continuity and Context**
INDICATOR	HIST 6-8.1.	Use questions about historically significant people or events to explain the impact on a region. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.6-7.**	**WORLD REGIONAL STUDIES**

STATE FRAMEWORK	**6-7.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in eighth-grade U.S. History will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 6-8.16.	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes. **Alliance to Save Energy** 6-8 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 6-8.17.	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts. **Alliance to Save Energy** 6-8 Environmental Justice Video

Connecticut State Standards

Social Studies

Grade: **7** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**CT.SS.6-7.**	**WORLD REGIONAL STUDIES**

STATE FRAMEWORK	**6-7.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).**
GRADE LEVEL EXPECTATION		**GEOGRAPHY**
INDICATOR		**Global Interconnections**
INDICATOR	GEO 6-7.11.	Explain how global changes in population distribution affect changes in land use in particular regions. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.6-7.**	**WORLD REGIONAL STUDIES**

STATE FRAMEWORK	**6-7.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Civic and Political Institutions**

INDICATOR	CIV 6-7.1.	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and officeholders). **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.6-7.**	**WORLD REGIONAL STUDIES**

STATE FRAMEWORK	**6-7.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Processes, Rules and Laws**
INDICATOR	CIV 6-7.2.	Assess specific rules and laws (both actual and proposed) as means of addressing public problems. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.6-7.**	**WORLD REGIONAL STUDIES**

STATE FRAMEWORK	**6-7.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In Grades 6-7 World Regional Studies, the focus is on the disciplinary concepts and skills students need to understand and apply as they study geography. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grades 6-7 World Regional Studies should lead to deep and enduring understanding (C3, p. 29).**
GRADE LEVEL EXPECTATION		**HISTORY**
INDICATOR		**Change, Continuity and Context**
INDICATOR	HIST 6-8.1.	Use questions about historically significant people or events to explain the impact on a region. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.6-7.**	**WORLD REGIONAL STUDIES**

STATE FRAMEWORK	**6-7.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in eighth-grade U.S. History will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 6-8.16.	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes. **Alliance to Save Energy** 6-8 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 6-8.17.	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts. **Alliance to Save Energy** 6-8 Environmental Justice Video

Connecticut State Standards

Social Studies

Grade: **8** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**CT.SS.8.**	**UNITED STATES HISTORY**

STATE FRAMEWORK	**8.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In Grade 8, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in Grade 8 should lead to deep and enduring understanding. (C3, p. 29) The focus of the eighth-grade course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**HISTORY**
INDICATOR		**Perspectives**
INDICATOR	HIST 8.3.	Analyze multiple factors that influenced the perspectives of people during different historical eras. **Alliance to Save Energy** 6-8 Environmental Justice Video
INDICATOR	HIST 8.4.	Explain how and why perspectives of people have changed over time (e.g., American Revolution, slavery, labor, the role of women). **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.8.**	**UNITED STATES HISTORY**

STATE FRAMEWORK	**8.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in eighth-grade U.S. History will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 6-8.16.	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levels of power, strategies, and potential outcomes. **Alliance to Save Energy** 6-8 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 6-8.17.	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts. **Alliance to Save Energy** 6-8 Environmental Justice Video

Connecticut State Standards

Social Studies

Grade: **9** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**

STATE FRAMEWORK	**CG.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29). The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.**

GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Civic and Political Institutions**
INDICATOR	CIV 9-12.5.	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**
STATE FRAMEWORK	**CG.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29). The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Participation and Deliberation: Applying Civic Virtues and Democratic Principles**
INDICATOR	CIV 9-12.7.	Apply civic virtues and democratic principles when working with others. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**
STATE FRAMEWORK	**CG.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in American Government will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.MWH.**	**MODERN WORLD HISTORY**

STATE FRAMEWORK	**MWH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - The focus is on the disciplinary concepts and skills students need to understand and apply as they study Modern World History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses should lead to deep and enduring understanding (C3, p. 29). The focus of the Modern World History course is on the discipline of history. History is supported through an interdisciplinary approach that includes geography, economics, and civics. Outlined below are the disciplinary concepts and skills indicators within each of the content areas. Within each disciplinary concept, sample inquiries are provided that can be applied in a Modern World History. These samples are defined by compelling and supporting questions.**
GRADE LEVEL EXPECTATION		**ECONOMICS**
INDICATOR		**The Global Economy**
INDICATOR	ECO 9-12.5.	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD **CT.SS.MWH.** **MODERN WORLD HISTORY**

STATE FRAMEWORK	**MWH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - The focus is on the disciplinary concepts and skills students need to understand and apply as they study Modern World History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses should lead to deep and enduring understanding (C3, p. 29). The focus of the Modern World History course is on the discipline of history. History is supported through an interdisciplinary approach that includes geography, economics, and civics. Outlined below are the disciplinary concepts and skills indicators within each of the content areas. Within each disciplinary concept, sample inquiries are provided that can be applied in a Modern World History. These samples are defined by compelling and supporting questions.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Processes, Rules, and Laws**
INDICATOR	CIV 9-12.6.	Evaluate public policies in terms of intended and unintended outcomes, and related consequences. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD **CT.SS.MWH.** **MODERN WORLD HISTORY**

STATE FRAMEWORK	**MWH.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in Modern World History will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video

GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.US UNITED STATES HISTORY H.**

STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**HISTORY**
INDICATOR		**Perspectives**
INDICATOR	HIST 9-12.6.	Explain how the perspectives of people in the present shape interpretations of the past. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.US UNITED STATES HISTORY H.**

STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Participation and Deliberation**
INDICATOR	CIV 9-12.3.	Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.US UNITED STATES HISTORY H.**

STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**ECONOMICS**
INDICATOR		**Global Economy**

INDICATOR	ECO 9-12.6.	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.USH.**	**UNITED STATES HISTORY**
STATE FRAMEWORK	**USH.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59). It is expected that students in high school U.S. History will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video

Connecticut State Standards

Social Studies

Grade: **10** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**
STATE FRAMEWORK	**CG.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29). The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Civic and Political Institutions**
INDICATOR	CIV 9-12.5.	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**

STATE FRAMEWORK	**CG.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29). The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Participation and Deliberation: Applying Civic Virtues and Democratic Principles**
INDICATOR	CIV 9-12.7.	Apply civic virtues and democratic principles when working with others. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**
STATE FRAMEWORK	**CG.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in American Government will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.MWH.**	**MODERN WORLD HISTORY**
STATE FRAMEWORK	**MWH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - The focus is on the disciplinary concepts and skills students need to understand and apply as they study Modern World History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses should lead to deep and enduring understanding (C3, p. 29). The focus of the Modern World History course is on the discipline of history. History is supported through an interdisciplinary approach that includes geography, economics, and civics. Outlined below are the disciplinary concepts and skills indicators within each of the content areas. Within each disciplinary concept, sample inquiries are provided that can be applied in a Modern World History. These samples are defined by compelling and supporting questions.**
GRADE LEVEL EXPECTATION		**ECONOMICS**
INDICATOR		**The Global Economy**

INDICATOR	ECO 9-12.5.	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.MWH.**	**MODERN WORLD HISTORY**
STATE FRAMEWORK	**MWH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - The focus is on the disciplinary concepts and skills students need to understand and apply as they study Modern World History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses should lead to deep and enduring understanding (C3, p. 29). The focus of the Modern World History course is on the discipline of history. History is supported through an interdisciplinary approach that includes geography, economics, and civics. Outlined below are the disciplinary concepts and skills indicators within each of the content areas. Within each disciplinary concept, sample inquiries are provided that can be applied in a Modern World History. These samples are defined by compelling and supporting questions.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Processes, Rules, and Laws**
INDICATOR	CIV 9-12.6.	Evaluate public policies in terms of intended and unintended outcomes, and related consequences. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.MWH.**	**MODERN WORLD HISTORY**
STATE FRAMEWORK	**MWH.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in Modern World History will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.USH.**	**UNITED STATES HISTORY**

STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**HISTORY**
INDICATOR		**Perspectives**
INDICATOR	HIST 9-12.6.	Explain how the perspectives of people in the present shape interpretations of the past. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD **CT.SS.US UNITED STATES HISTORY H.**

STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Participation and Deliberation**
INDICATOR	CIV 9-12.3.	Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD **CT.SS.US UNITED STATES HISTORY H.**

STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**ECONOMICS**
INDICATOR		**Global Economy**
INDICATOR	ECO 9-12.6.	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD **CT.SS.U SH.** **UNITED STATES HISTORY**

STATE FRAMEWORK	**USH.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59). It is expected that students in high school U.S. History will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video

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Social Studies

Grade: **11** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**
STATE FRAMEWORK	**CG.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29). The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Civic and Political Institutions**
INDICATOR	CIV 9-12.5.	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**
STATE FRAMEWORK	**CG.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29). The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Participation and Deliberation: Applying Civic Virtues and Democratic Principles**

INDICATOR	CIV 9-12.7.	Apply civic virtues and democratic principles when working with others. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**
STATE FRAMEWORK	**CG.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in American Government will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.MWH.**	**MODERN WORLD HISTORY**
STATE FRAMEWORK	**MWH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - The focus is on the disciplinary concepts and skills students need to understand and apply as they study Modern World History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses should lead to deep and enduring understanding (C3, p. 29). The focus of the Modern World History course is on the discipline of history. History is supported through an interdisciplinary approach that includes geography, economics, and civics. Outlined below are the disciplinary concepts and skills indicators within each of the content areas. Within each disciplinary concept, sample inquiries are provided that can be applied in a Modern World History. These samples are defined by compelling and supporting questions.**
GRADE LEVEL EXPECTATION		**ECONOMICS**
INDICATOR		**The Global Economy**
INDICATOR	ECO 9-12.5.	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.MWH.**	**MODERN WORLD HISTORY**

STATE FRAMEWORK	**MWH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - The focus is on the disciplinary concepts and skills students need to understand and apply as they study Modern World History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses should lead to deep and enduring understanding (C3, p. 29). The focus of the Modern World History course is on the discipline of history. History is supported through an interdisciplinary approach that includes geography, economics, and civics. Outlined below are the disciplinary concepts and skills indicators within each of the content areas. Within each disciplinary concept, sample inquiries are provided that can be applied in a Modern World History. These samples are defined by compelling and supporting questions.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Processes, Rules, and Laws**
INDICATOR	CIV 9-12.6.	Evaluate public policies in terms of intended and unintended outcomes, and related consequences. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD **CT.SS.MWH.** **MODERN WORLD HISTORY**

STATE FRAMEWORK	**MWH.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in Modern World History will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD **CT.SS.USH.** **UNITED STATES HISTORY**

STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**HISTORY**
INDICATOR		**Perspectives**

INDICATOR	HIST 9-12.6.	Explain how the perspectives of people in the present shape interpretations of the past. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.US H.**	**UNITED STATES HISTORY**
STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Participation and Deliberation**
INDICATOR	CIV 9-12.3.	Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.US H.**	**UNITED STATES HISTORY**
STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**ECONOMICS**
INDICATOR		**Global Economy**
INDICATOR	ECO 9-12.6.	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.USH.**	**UNITED STATES HISTORY**
STATE FRAMEWORK	**USH.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59). It is expected that students in high school U.S. History will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video

GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video

Connecticut State Standards

Social Studies

Grade: **12** - Adopted: **2015**

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**
STATE FRAMEWORK	**CG.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29). The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Civic and Political Institutions**
INDICATOR	CIV 9-12.5.	Evaluate citizens' and institutions' effectiveness in addressing social and political problems at the local, state, tribal, national, and/or international level. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**
STATE FRAMEWORK	**CG.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study civics. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school civics should lead to deep and enduring understanding (C3, p. 29). The focus of high school civics and government is on the discipline of civics. Civics is supported through an interdisciplinary approach that includes history, economics, and geography.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Participation and Deliberation: Applying Civic Virtues and Democratic Principles**
INDICATOR	CIV 9-12.7.	Apply civic virtues and democratic principles when working with others. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.CG.**	**CIVICS AND GOVERNMENT**

STATE FRAMEWORK	**CG.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in American Government will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video
DOMAIN / CONTENT STANDARD	**CT.SS.MWH.**	**MODERN WORLD HISTORY**
STATE FRAMEWORK	**MWH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - The focus is on the disciplinary concepts and skills students need to understand and apply as they study Modern World History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses should lead to deep and enduring understanding (C3, p. 29). The focus of the Modern World History course is on the discipline of history. History is supported through an interdisciplinary approach that includes geography, economics, and civics. Outlined below are the disciplinary concepts and skills indicators within each of the content areas. Within each disciplinary concept, sample inquiries are provided that can be applied in a Modern World History. These samples are defined by compelling and supporting questions.**
GRADE LEVEL EXPECTATION		**ECONOMICS**
INDICATOR		**The Global Economy**
INDICATOR	ECO 9-12.5.	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. **Alliance to Save Energy** 9-12 Environmental Justice Video
DOMAIN / CONTENT STANDARD	**CT.SS.MWH.**	**MODERN WORLD HISTORY**
STATE FRAMEWORK	**MWH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - The focus is on the disciplinary concepts and skills students need to understand and apply as they study Modern World History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses should lead to deep and enduring understanding (C3, p. 29). The focus of the Modern World History course is on the discipline of history. History is supported through an interdisciplinary approach that includes geography, economics, and civics. Outlined below are the disciplinary concepts and skills indicators within each of the content areas. Within each disciplinary concept, sample inquiries are provided that can be applied in a Modern World History. These samples are defined by compelling and supporting questions.**
GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Processes, Rules, and Laws**

INDICATOR	CIV 9-12.6.	Evaluate public policies in terms of intended and unintended outcomes, and related consequences. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.MWH.**	**MODERN WORLD HISTORY**
STATE FRAMEWORK	**MWH.4.**	**DIMENSION 4: COMMUNICATING CONCLUSIONS AND TAKING INFORMED ACTION - Students should construct and communicate claims for a variety of purposes and audiences. These audiences may range from the school classroom to the larger public community (C3, p. 59-62). It is expected that students in Modern World History will individually and with others:**
GRADE LEVEL EXPECTATION	INQ 9-12.15.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.16.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. **Alliance to Save Energy** 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	INQ 9-12.17.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.USH.**	**UNITED STATES HISTORY**
STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**HISTORY**
INDICATOR		**Perspectives**
INDICATOR	HIST 9-12.6.	Explain how the perspectives of people in the present shape interpretations of the past. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.USH.**	**UNITED STATES HISTORY**
STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**

GRADE LEVEL EXPECTATION		**CIVICS**
INDICATOR		**Participation and Deliberation**
INDICATOR	CIV 9-12.3.	Evaluate how social and political systems in the U.S. promote civic virtues and democratic principles across different contexts, times, and places. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN / CONTENT STANDARD	**CT.SS.US H.**	**UNITED STATES HISTORY**
STATE FRAMEWORK	**USH.2.**	**DIMENSION 2: APPLYING DISCIPLINARY CONCEPTS AND TOOLS - Adapted In high school, the focus is on the disciplinary concepts and skills students need to understand and apply as they study U.S. History. These disciplinary ideas are the lenses students use in their inquiries, and the consistent and coherent application of these lenses in high school should lead to deep and enduring understanding (C3, p. 29). The focus of the high school course is on the discipline of history. History is supported through an interdisciplinary approach that includes civics, economics, and geography.**
GRADE LEVEL EXPECTATION		**ECONOMICS**
INDICATOR		**Global Economy**
INDICATOR	ECO 9-12.6.	Explain how current globalization trends and policies affect economic growth, labor markets, rights of citizens, the environment, and resource and income distribution in different nations. **Alliance to Save Energy** 9-12 Environmental Justice Video

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