

Main Criteria: Kentucky Academic 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

**Kentucky Academic Standards
Language Arts
Grade: 3 - Adopted: 2019**

STRAND **Reading Foundational Skills—Grade 3**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.3.4.	Read fluently (accuracy, speed and prosody) on grade-level to support comprehension.

EXPECTATION RF.3.4.a. Read grade-level text with purpose and understanding.

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EXPECTATION RF.3.4.b. Fluently read grade-level prose and poetry orally on successive readings.

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

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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.3.1. Ask and answer questions, and make and support logical inferences in order to construct meaning from the text.

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STRAND **Reading Standards for Informational Text—Grade 3**

CATEGORY / GOAL		Key Ideas and Details
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STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
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EXPECTATION RI.3.2. Identify and cite relevant implicit and explicit information from a summary to determine the central idea of a text.

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STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.3.4. Determine the meaning of general academic words and phrases in a grade-level text, and describe how those words and phrases shape meaning.

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STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.3.7. Identify and explain how specific visuals, including but not limited to diagrams, graphs, photographs and side bars, contribute to the meaning and clarity of a text.

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STRAND Reading Standards for Informational Text—Grade 3

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.3.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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.

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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 3 reading and content, choosing flexibly from an array of strategies.

INDICATOR L.3.4.a. Use sentence-level context as a clue to the meaning of a word or phrase.

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INDICATOR L.3.4.e. Acquire and use accurately grade-appropriate conversational, general academic and domain-specific words and phrases, including those that signal spatial and temporal relationships.

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STRAND Language—Grade 3

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.5	Students will demonstrate understanding of word relationships and nuances in word meanings.
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.

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Kentucky Academic Standards
Language Arts
Grade: 4 - Adopted: 2019

STRAND **Reading Foundational Skills—Grade 4**

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.4.4.	Read fluently (accuracy, speed and prosody) on grade-level text to support comprehension.

EXPECTATION RF.4.4.a. Read grade-level text with purpose and understanding.

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EXPECTATION RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

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.

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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.4.2. Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence from the text.

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STRAND **Reading Standards for Informational Text—Grade 4**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.4.4. Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and describe and explain how those words and phrases shape meaning.

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STRAND Reading Standards for Informational Text—Grade 4

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.4.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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STRAND Composition—Grade 4

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION C.4.1. **Compose opinions, using writing and digital resources, on topics or texts, supporting an author's perspective with reasons and information.**

INDICATOR C.4.1.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

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INDICATOR C.4.1.f. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing and rewriting.

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Composition—Grade 4

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.4.2.	Compose informative and/or explanatory texts, using writing and digital resources, to examine a topic and convey ideas and information clearly.
INDICATOR	C.4.2.a.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.4.2.b.	Introduce a topic clearly, and group related information in paragraphs and sections; include formatting, illustrations and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.4.2.c.	Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.4.2.d.	Use grade-appropriate conjunctions to develop text structure within sentences. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.4.2.e.	Use grade-appropriate transitions to develop text structure across paragraphs. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION C.4.5. Conduct short research projects that build knowledge through investigation of different aspects of a topic.

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STRAND Composition—Grade 4

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.4.6. Summarize relevant information from experiences or gather relevant information from various print and digital sources; take notes, categorize information and provide a list of sources.

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STRAND Composition—Grade 4

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.4.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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STRAND Language—Grade 4

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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.

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STRAND Language—Grade 4

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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 an array 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. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

INDICATOR	L.4.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions and that are basic to a particular topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**Kentucky Academic Standards
Language Arts
Grade: 5 - Adopted: 2019**

STRAND Reading Foundational Skills—Grade 5

CATEGORY / GOAL		Fluency
STANDARD / ORGANIZER	RF.5.4.	Read fluently (accuracy, speed and prosody) on grade-level texts to support comprehension.
EXPECTATION	RF.5.4.a.	Read grade-level text with purpose and understanding. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

EXPECTATION	RF.5.4.c.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND Reading Standards for Informational Text—Grade 5

CATEGORY / GOAL		Key Ideas and Details
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STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.
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EXPECTATION RI.5.2. Analyze how the central ideas are reflected in a text, and cite relevant implicit and explicit evidence to support thinking.

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STRAND Reading Standards for Informational Text—Grade 5

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION RI.5.4. Determine the meaning of general academic and domain-specific words or phrases in a grade-level text, and analyze how those words and phrases shape meaning.

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STRAND Reading Standards for Informational Text—Grade 5

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.5.7. Analyze information from multiple print and non-print formats, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently.

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STRAND Reading Standards for Informational Text—Grade 5

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.5.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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INDICATOR	C.5.2.c.	<p>Develop the topic with facts, definitions, concrete details, quotations or other information and examples related to the topic.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
INDICATOR	C.5.2.d.	<p>Use grade-appropriate conjunctions to develop text structure within sentences.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
INDICATOR	C.5.2.e.	<p>Use grade-appropriate transitions to develop text structure across paragraphs.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
INDICATOR	C.5.2.f.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
INDICATOR	C.5.2.g.	<p>Provide a concluding section.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
INDICATOR	C.5.2.h.	<p>With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
STRAND		Composition—Grade 5

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.5.3.	Compose narratives, using writing and digital resources, to develop real or imagined experiences or multiple events or ideas, using effective technique, descriptive details and clear sequences.

INDICATOR C.5.3.a. Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience.

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INDICATOR C.5.3.g. With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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STRAND Composition—Grade 5

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION C.5.5. Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.

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STRAND Composition—Grade 5

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.5.6. Summarize relevant information from experiences, or gather relevant information from multiple print and digital sources; summarize or paraphrase applicable information in notes and finished work and provide a list of sources.

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STRAND Composition—Grade 5

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.5.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

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STRAND Language—Grade 5

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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 an array 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.

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INDICATOR L.5.4.d. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition and other logical relationships.

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**Kentucky Academic Standards
 Language Arts
 Grade: 6 - Adopted: 2019**

STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION	RI.6.2.	Analyze how the central ideas are reflected in a text by citing particular details and/or providing an objective summary. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

EXPECTATION	RI.6.4.	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. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION	RI.6.7.	Integrate information presented in print and non-print formats to develop a coherent understanding of a topic or issue. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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STRAND Reading Standards for Informational Text—Grade 6

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
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STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.
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EXPECTATION RI.6.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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STRAND Composition—Grade 6

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
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EXPECTATION	C.6.1.	Compose arguments to support claims with clear reasons and relevant evidence.
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INDICATOR C.6.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

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INDICATOR C.6.1.e. Establish and maintain a formal style.

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INDICATOR C.6.1.g. With some guidance, develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach.

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STRAND Composition—Grade 6

CATEGORY / GOAL		Text Types and Purposes
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STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
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EXPECTATION	C.6.2.	Compose informative and/or explanatory texts to examine a topic and convey ideas, concepts and information through the selection, organization, and analysis of relevant content.
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INDICATOR	C.6.2.a.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.6.2.b.	Introduce a topic, previewing what is to follow; organize ideas, concepts and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting, graphics and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.6.2.c.	Develop the topic with relevant facts, definitions, concrete details, quotations or other information and examples. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.6.2.d.	Use appropriate transitions to clarify the relationships among ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.6.2.e.	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.6.2.g.	Provide a concluding statement or section that follows from the information or explanation presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.
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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 word choices on meaning and tone.

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STRAND Reading Standards for Informational Text—Grade 7

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.7.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

Alliance to Save Energy
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STRAND Composition—Grade 7

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION C.7.1. **Compose arguments to support claims with clear reasons and relevant evidence.**

INDICATOR C.7.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

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INDICATOR C.7.1.e. Establish and maintain a task appropriate writing style.

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CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION C.7.5. 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

STRAND Composition—Grade 7

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION C.7.6. Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and, in order to engage in reflection or analysis, quote or paraphrase data and conclusions of others, avoiding plagiarism by providing in-text and bibliographic MLA or APA citation.

Alliance to Save Energy

6-8 Explore Renewables Energy Poster Project

6-8 My Future Green Career

STRAND Composition—Grade 7

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.7.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences.

Alliance to Save Energy

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6-8 Explore Renewables Energy Poster Project

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STRAND Language—Grade 7

CATEGORY / GOAL		Knowledge of Language
STANDARD / ORGANIZER	GP.L.3	Students will apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STRAND Language—Grade 7

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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 an array 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. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATOR	L.7.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**Kentucky Academic Standards
Language Arts
Grade: 8 - Adopted: 2019**

STRAND Reading Standards for Informational Text—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RI.8.1.	Cite relevant textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND

Reading Standards for Informational Text—Grade 8

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.8.2. Determine central ideas of a text, and analyze how they are developed through relationships of key details, citing textual evidence, paraphrasing or summarizing.

Alliance to Save Energy

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Reading Standards for Informational Text—Grade 8

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

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Reading Standards for Informational Text—Grade 8

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.8.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

Alliance to Save Energy

3-8 Custodial Presentation & Pledge

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STRAND

Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.8.1.	Compose arguments to support claims with clear reasons and relevant evidence.

INDICATOR	C.8.2.c.	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	C.8.2.d.	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	C.8.2.e.	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	C.8.2.g.	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
INDICATOR	C.8.2.h.	With some guidance, 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

STRAND

Composition—Grade 8

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.8.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose.

EXPECTATION	C.8.7.	Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STRAND Language—Grade 8

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
EXPECTATION	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 8 reading and content, choosing flexibly from an array 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. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATOR	L.8.4.d.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**Kentucky Academic Standards
Language Arts
Grade: 9 - Adopted: 2019**

STRAND Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION	RI.9-10.1.	Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

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STRAND **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

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STRAND **Reading Standards for Informational Text—Grade 9-10**

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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STRAND **Composition—Grade 9-10**

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

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STRAND Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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 an array 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.

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INDICATOR L.9-10.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Kentucky Academic Standards

Language Arts

Grade: 10 - Adopted: 2019

STRAND Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.1	Students will read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence to support conclusions drawn from the text.

EXPECTATION RI.9-10.1. Cite relevant and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

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STRAND Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations to support conclusions drawn from the text.

EXPECTATION RI.9-10.2. Determine central ideas of a text and analyze in detail their development over the course of a text, including how they emerge and are shaped and refined by specific details.

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STRAND Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Craft and Structure
STANDARD / ORGANIZER	GP.R.4	Students will interpret words and phrases as they are used in a text, including determining technical, connotative and figurative meanings, and analyze how specific word choices shape meaning or tone.

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.

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STRAND Reading Standards for Informational Text—Grade 9-10

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.9-10.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend and analyze grade-level appropriate, complex informational texts independently and proficiently.

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STRAND Composition—Grade 9-10

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
EXPECTATION	C.9-10.1.	Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR C.9-10.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

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INDICATOR C.9-10.1.g. 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.

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STRAND Composition—Grade 9-10

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.2	Students will compose informative and explanatory texts to examine and convey complex ideas clearly and accurately through the effective selection, organization and analysis of content.
EXPECTATION	C.9-10.2.	Compose informative and/or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization and analysis of content.

INDICATOR C.9-10.2.a. Produce writing in which the development and organization are appropriate to task and purpose.

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INDICATOR C.9-10.2.b. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting, graphics and multimedia when useful to aiding comprehension.

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EXPECTATION	C.9-10.3.	Use narratives strategically in other modes of writing, utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an idea and/or supporting a claim.
INDICATOR	C.9-10.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task and purpose. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

INDICATOR	C.9-10.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STRAND **Composition—Grade 9-10**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION	C.9-10.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STRAND **Composition—Grade 9-10**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.9-10.6.	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. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STRAND **Composition—Grade 9-10**

CATEGORY / GOAL		Range of Writing
STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.

EXPECTATION C.9-10.7. Compose routinely over extended time frames and shorter time frames for a variety of tasks, purposes, and audiences.

Alliance to Save Energy

- 6-12 Final Presentation & Peer Performance
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- Assembly Announcement
- Capstone Project
- Carbon Footprint Journal
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STRAND Language—Grade 9-10

CATEGORY / GOAL		Vocabulary Acquisition and Use
STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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 an array 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

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INDICATOR L.9-10.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening in order to be transition ready; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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Kentucky Academic Standards

Language Arts

Grade: 11 - Adopted: 2019

STRAND Reading Standards for Literature—Grade 11-12

CATEGORY / GOAL		Key Ideas and Details
STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.

CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.11-12.7. Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

Alliance to Save Energy
Capstone Project

STRAND Reading Standards for Informational Text—Grade 11-12

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.11-12.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

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STRAND Composition—Grade 11-12

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION C.11-12.1. Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR C.11-12.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

Alliance to Save Energy
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Assembly Announcement
Capstone Project
Carbon Footprint Journal
Staff Presentation

INDICATOR C.11-12.1.e. Establish and maintain a task appropriate writing style.

Alliance to Save Energy
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INDICATOR	C.11-12.2.d.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.11-12.2.e.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.11-12.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.11-12.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

STRAND

Composition—Grade 11-12

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.11-12.3.	Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

INDICATOR	C.11-12.3.a.	Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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INDICATOR	C.11-12.3.g.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STRAND **Composition—Grade 11-12**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.5	Students will conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.

EXPECTATION	C.11-12.5.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STRAND **Composition—Grade 11-12**

CATEGORY / GOAL		Research to Build and Present Knowledge
STANDARD / ORGANIZER	GP.W.6	Students will gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source and integrate the information for the purposes of analysis, reflection and research while avoiding plagiarism.

EXPECTATION	C.11-12.6.	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. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STRAND **Composition—Grade 11-12**

CATEGORY / GOAL		Range of Writing
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STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION C.11-12.7. Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.

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STRAND Language—Grade 11-12

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.
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INDICATOR L.11-12.4.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
 9-12 Custodial Presentation & Pledge
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INDICATOR L.11-12.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Kentucky Academic Standards
 Language Arts
 Grade: 12 - Adopted: 2019**

STRAND Reading Standards for Literature—Grade 11-12

CATEGORY / GOAL		Key Ideas and Details
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STANDARD / ORGANIZER	GP.R.2	Students will determine central ideas or themes of a text and analyze their development; cite specific textual evidence, including summary, paraphrase and direct quotations, to support conclusions drawn from the text.
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CATEGORY / GOAL		Integration of Knowledge and Ideas
STANDARD / ORGANIZER	GP.R.7	Students will integrate and evaluate content presented in print/non-print forms of text found in diverse media and formats.

EXPECTATION RI.11-12.7. Integrate and evaluate multiple sources of information presented in different print and non-print formats in order to address a question or solve a problem.

Alliance to Save Energy
Capstone Project

STRAND Reading Standards for Informational Text—Grade 11-12

CATEGORY / GOAL		Range of Reading and Level of Text Complexity
STANDARD / ORGANIZER	GP.R.10	Students will read, comprehend and analyze complex informational texts independently and proficiently.

EXPECTATION RI.11-12.10. By the end of the year, flexibly use a variety of comprehension strategies (i.e., questioning, monitoring, visualizing, inferencing, summarizing, synthesizing, using prior knowledge, determining importance) to read, comprehend, and analyze grade-level appropriate, complex informational texts independently and proficiently.

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Staff Presentation

STRAND Composition—Grade 11-12

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.1	Students will compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

EXPECTATION C.11-12.1. Compose arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

INDICATOR C.11-12.1.a. Produce clear and coherent writing in which the development, organization and style are appropriate to task, purpose and audience.

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INDICATOR C.11-12.1.e. Establish and maintain a task appropriate writing style.

Alliance to Save Energy
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INDICATOR	C.11-12.2.d.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion and clarify the relationships among complex ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.11-12.2.e.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile and analogy to manage the complexity of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.11-12.2.f.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.11-12.2.g.	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	C.11-12.2.h.	Develop and strengthen writing as needed by planning, revising, editing, rewriting or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

STRAND

Composition—Grade 11-12

CATEGORY / GOAL		Text Types and Purposes
STANDARD / ORGANIZER	GP.W.3	Students will compose narratives to develop real or imagined experiences or events, using effective technique, well-chosen details and well-structured event sequences.
EXPECTATION	C.11-12.3.	Use narratives strategically in other modes of writing utilizing effective technique, well-chosen details and well-structured sequences for an intended purpose, including but not limited to introducing an issue and/or supporting a claim.

STANDARD / ORGANIZER	GP.W.7	Students will compose routinely over extended and shorter time frames for a variety of tasks, purposes and audiences.
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EXPECTATION C.11-12.7. Compose routinely over extended time frames and shorter time frames for a variety of task, purposes and audiences.

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STRAND Language—Grade 11-12

CATEGORY / GOAL		Vocabulary Acquisition and Use
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STANDARD / ORGANIZER	GP.L.4	Students will use a variety of strategies to determine or clarify the meaning of words and phrases, consulting reference material when appropriate. Students will acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking and listening in order to be transition ready.
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EXPECTATION	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 11-12 reading and content, choosing flexibly from an array of strategies.
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INDICATOR L.11-12.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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INDICATOR L.11-12.4.d. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking and listening at the college and career readiness level: demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Kentucky Academic Standards
 Mathematics
 Grade: 3 - Adopted: 2019**

STRAND Operations and Algebraic Thinking

CATEGORY / GOAL		Cluster: Represent and solve problems involving multiplication and division.
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STANDARD / ORGANIZER	KY.3.NBT.2.	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations and/or the relationship between addition and subtraction. (MP.2, MP.3)
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- [Appliance Audit](#)
- [Energy Patrol Contest](#)
- [HVAC Audit](#)
- [Home Energy Audit](#)
- [Lighting Audit](#)
- [School Audit](#)

STRAND **Numbers and Operations—Fractions**

CATEGORY / GOAL		Cluster: Develop understanding of fractions as numbers. Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.
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STANDARD / ORGANIZER	KY.3.NF.1.	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into b equal parts; understand a fraction a/b as the quantity formed by a parts of size $1/b$. (MP.2, MP.7)
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[3-5 Shower Audit Calculations](#)

STRAND **Numbers and Operations—Fractions**

CATEGORY / GOAL		Cluster: Develop understanding of fractions as numbers. Note: grade 3 expectations in this domain are limited to fractions with denominators 2, 3, 4, 6 and 8.
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STANDARD / ORGANIZER	KY.3.NF.3.	Explain equivalence of fractions in special cases and compare fractions by reasoning about their size. (MP.2, MP.3)
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EXPECTATION	KY.3.NF.3.c.	Express whole numbers as fractions and recognize fractions that are equivalent to whole numbers.
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- Alliance to Save Energy**
[3-5 Shower Audit Calculations](#)

STRAND **Measurement and Data**

CATEGORY / GOAL		Cluster: Solve problems involving measurement and estimation of intervals of time, liquid volumes and masses of objects.
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STANDARD / ORGANIZER	KY.3.MD.1.	Tell and write time to the nearest minute and measure elapsed time intervals in minutes. Solve word problems involving addition and subtraction of time intervals within and across the hour in minutes. (MP.4, MP.6, MP.1, MP.4)
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Kentucky Academic Standards
 Mathematics
 Grade: 4 - Adopted: 2019

STRAND **Operations and Algebraic Thinking**

CATEGORY / GOAL		Cluster: Use the four operations with whole numbers to solve problems.
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CATEGORY / GOAL		Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
STANDARD / ORGANIZER	KY.5.NF.4.	Apply and extend previous understanding of multiplication to multiply a fraction or whole number by a fraction. (MP.1)

EXPECTATION KY.5.NF.4.a. Interpret the product $(a/b) \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

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EXPECTATION KY.5.NF.4.b. Find the area of a rectangle with fractional side lengths by tiling it with 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

STRAND Numbers and Operations—Fractions

CATEGORY / GOAL		Cluster: Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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STANDARD / ORGANIZER KY.5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers. (MP.4, MP.5)

Alliance to Save Energy
3-5 Shower Audit Calculations

**Kentucky Academic Standards
Mathematics
Grade: 7 - Adopted: 2019**

STRAND The Number System

CATEGORY / GOAL		Cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
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STANDARD / ORGANIZER	KY.7.NS.2.	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers. (MP.2, MP.7, MP.8)
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EXPECTATION KY.7.NS.2.a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1)=1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

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6-12 Shower Audit Calculations

EXPECTATION KY.7.NS.2.c. Apply properties of operations as strategies to multiply and divide rational numbers.

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6-12 Shower Audit Calculations

STRAND The Number System

CATEGORY / GOAL		Cluster: Apply and extend previous understandings of operations with fractions to add, subtract, multiply and divide rational numbers.
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STANDARD / ORGANIZER	KY.7.NS.3.	Solve real-world and mathematical problems involving the four operations with rational numbers. (MP.1, MP.2, MP.5)
		<u>Alliance to Save Energy</u> 6-12 Shower Audit Calculations

STRAND **Expressions and Equations**

CATEGORY / GOAL		Cluster: Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
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STANDARD / ORGANIZER	KY.7.EE.3	Solve real-life and mathematical problems posed with positive and negative rational numbers in any form, 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. (MP.1, MP.4, MP.6)
		<u>Alliance to Save Energy</u> 6-12 Shower Audit Calculations

**Kentucky Academic Standards
Mathematics
Grade: 9 - Adopted: 2019**

STRAND **Conceptual Category Statistics and Probability**

CATEGORY / GOAL		Statistics and Probability—Interpreting Categorical and Quantitative Data
STANDARD / ORGANIZER		Cluster: Summarize, represent and interpret data on two categorical and quantitative variables.

EXPECTATION	KY.HS.S P.5.	Summarize categorical data for two or more categories in frequency tables. Calculate and interpret joint, marginal and conditional relative frequencies (probabilities) in the context of the data, recognizing possible associations and trends in the data. (MP.2, MP.7)
		<u>Alliance to Save Energy</u> 9-12 Energy Audit Video

STRAND **Conceptual Category Statistics and Probability**

CATEGORY / GOAL		Statistics and Probability—Conditional Probability and the Rules of Probability
STANDARD / ORGANIZER		Cluster: Understand independence and conditional probability and use them to interpret data.

EXPECTATION	KY.HS.S P.17(+).	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 whether events are independent and to approximate conditional probabilities. (MP.2, MP.4)
		<u>Alliance to Save Energy</u> 9-12 Energy Audit Video

**Kentucky Academic Standards
Mathematics
Grade: 10 - Adopted: 2019**

STRAND **Conceptual Category Statistics and Probability**

CATEGORY / GOAL		Statistics and Probability—Interpreting Categorical and Quantitative Data
STANDARD / ORGANIZER		Cluster: Summarize, represent and interpret data on two categorical and quantitative variables.

STANDARD / ORGANIZER		Cluster: Summarize, represent and interpret data on two categorical and quantitative variables.
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EXPECTATION KY.HS.S P.5 Summarize categorical data for two or more categories in frequency tables. Calculate and interpret joint, marginal and conditional relative frequencies (probabilities) in the context of the data, recognizing possible associations and trends in the data. (MP.2, MP.7)

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[9-12 Energy Audit Video](#)

STRAND Conceptual Category Statistics and Probability

CATEGORY / GOAL		Statistics and Probability—Conditional Probability and the Rules of Probability
STANDARD / ORGANIZER		Cluster: Understand independence and conditional probability and use them to interpret data.

EXPECTATION KY.HS.S P.17(+) 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 whether events are independent and to approximate conditional probabilities. (MP.2, MP.4)

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

**Kentucky Academic Standards
 Science
 Grade: K - Adopted: 2015**

STRAND KY.K.B. Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER K-ESS2-2 Construct an argument supported by evidence for how plants and animals (including humans) can change the environment to meet their needs.

Alliance to Save Energy
[What is Sustainability? \(Home\)](#)
[What is Sustainability? \(School\)](#)

STANDARD / ORGANIZER 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? \(School\)](#)

STRAND KY.K.C. Weather and Climate

CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	K-PS3-1.	Make observations to determine the effect of sunlight on Earth's surface. <u>Alliance to Save Energy</u> How Is Energy Made? (Home) How Is Energy Made? (School) What is Sustainability? (Home) What is Sustainability? (School)

STANDARD / ORGANIZER	K-PS3-2.	Use tools and materials to design and build a structure that will reduce the warming effect of sunlight on an area. <u>Alliance to Save Energy</u> How Is Energy Made? (Home) How Is Energy Made? (School)
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**Kentucky Academic Standards
Science
Grade: 1 - Adopted: 2015**

STRAND KY.1.A. Waves: Light and Sound

CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	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. <u>Alliance to Save Energy</u> How Is Energy Made? (Home) How Is Energy Made? (School)

**Kentucky Academic Standards
Science
Grade: 2 - Adopted: 2015**

STRAND KY.2.C. Earth's Systems: Processes that Shape the Earth

CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	2-ESS2-3.	Obtain information to identify where water is found on Earth and that it can be solid or liquid. <u>Alliance to Save Energy</u> How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)

**Kentucky Academic Standards
Science
Grade: 3 - Adopted: 2015**

STRAND KY.3.D. Weather and Climate

CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. <u>Alliance to Save Energy</u> 3-5 Climate Video

Kentucky Academic Standards

Science

Grade: 4 - Adopted: 2015

STRAND **KY.4.A. Energy**

CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	4-PS3-2.	<p>Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.</p> <p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video 3-5 Energy Basics Video 3-5 Explore Renewables Video 3-5 Understanding Energy Demand Video</p>
STANDARD / ORGANIZER	4-PS3-4.	<p>Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Video</p>
STANDARD / ORGANIZER	4-ESS3-1.	<p>Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.</p> <p><u>Alliance to Save Energy</u> 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</p>

Kentucky Academic Standards

Science

Grade: 5 - Adopted: 2015

STRAND **KY.5.D. Earth's Systems**

CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	5-ESS2-1.	<p>Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.</p> <p><u>Alliance to Save Energy</u> 3-5 Climate Video</p>

STANDARD / ORGANIZER	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
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- 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](#)

**Kentucky Academic Standards
 Science
 Grade: 6 - Adopted: 2015**

STRAND KY.MS.D. Forces and Interactions

CATEGORY / GOAL	Students who demonstrate understanding can:
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STANDARD / ORGANIZER	07-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
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- Alliance to Save Energy**
[6-8 Energy Audit Video](#)
[6-8 Energy Basics Video](#)

STRAND KY.MS.G. Matter and Energy in Organisms and Ecosystems

CATEGORY / GOAL	Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
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- Alliance to Save Energy**
[6-8 Climate Video](#)

STRAND KY.MS.H. Interdependent Relationships in Ecosystems

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER 08-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

STRAND KY.MS.M. Earth's Systems

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER 08-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

STRAND KY.MS.N. Weather and Climate

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER 08-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

STRAND KY.MS.O. Human Impacts

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER 08-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

STANDARD / ORGANIZER 08-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

Kentucky Academic Standards

Science

Grade: 7 - Adopted: 2015

STRAND KY.MS.D. Forces and Interactions

CATEGORY / GOAL

Students who demonstrate understanding can:

STANDARD / ORGANIZER	07-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. <u>Alliance to Save Energy</u> 6-8 Energy Audit Video 6-8 Energy Basics Video
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STRAND KY.MS.G. Matter and Energy in Organisms and Ecosystems

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Alliance to Save Energy</u> 6-8 Climate Video
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STRAND KY.MS.H. Interdependent Relationships in Ecosystems

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Alliance to Save Energy</u> 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
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STRAND KY.MS.M. Earth's Systems

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Climate Video 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation
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STRAND KY.MS.N. Weather and Climate

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
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Alliance to Save Energy

- [6-8 Climate Video](#)
- [6-8 Energy Basics Video](#)
- [Carbon Footprint Calculator](#)

STRAND KY.MS.O. Human Impacts

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
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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](#)

STANDARD / ORGANIZER	08-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.
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- 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](#)

Kentucky Academic Standards
Science
Grade: 8 - Adopted: 2015

STRAND **KY.MS.D. Forces and Interactions**

CATEGORY / GOAL	Students who demonstrate understanding can:
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STANDARD / ORGANIZER	07-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
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- Alliance to Save Energy**
[6-8 Energy Audit Video](#)
[6-8 Energy Basics Video](#)

STRAND **KY.MS.G. Matter and Energy in Organisms and Ecosystems**

CATEGORY / GOAL	Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
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- Alliance to Save Energy**
[6-8 Climate Video](#)

STRAND **KY.MS.H. Interdependent Relationships in Ecosystems**

CATEGORY / GOAL	Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services. <u>Alliance to Save Energy</u> 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
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STRAND **KY.MS.M. Earth's Systems**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Climate Video 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation
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STRAND **KY.MS.N. Weather and Climate**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. <u>Alliance to Save Energy</u> 6-8 Climate Video 6-8 Energy Basics Video Carbon Footprint Calculator
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STRAND **KY.MS.O. Human Impacts**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	08-ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
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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
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- 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

STANDARD / ORGANIZER	08-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.
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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

Kentucky Academic Standards

Science

Grade: 9 - Adopted: 2015

STRAND **KY.HS.D. Energy**

CATEGORY / GOAL	Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-PS3-1.	<p>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.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video</p>
STANDARD / ORGANIZER	HS-PS3-2.	<p>Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video</p>
STANDARD / ORGANIZER	HS-PS3-3.	<p>Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Video</p>
STANDARD / ORGANIZER	HS-PS3-4.	<p>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).</p> <p><u>Alliance to Save Energy</u> Mr. BTU 9-12 Professor Frio</p>

STRAND **KY.HS.H. Interdependent Relationships in Ecosystems**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-LS2-2.	<p>Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Environmental Justice Video 9-12 Green Your Career Video</p>
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STANDARD / ORGANIZER	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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STANDARD / ORGANIZER	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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STRAND **KY.HS.L. History of Earth**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	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.
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Alliance to Save Energy
9-12 Climate Video

STRAND **KY.HS.M. Earth's Systems**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	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 systems. <u>Alliance to Save Energy</u> 9-12 Climate Video
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STANDARD / ORGANIZER	HS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Alliance to Save Energy</u> 9-12 Climate Video
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STRAND **KY.HS.N. Weather and Climate**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator
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STANDARD / ORGANIZER	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. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator
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STRAND **KY.HS.O. Human Impacts**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
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Alliance to Save Energy

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

STANDARD /
ORGANIZER

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

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

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

STANDARD / ORGANIZER	HS-ESS3-4.	<p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p> <p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>
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STANDARD / ORGANIZER	HS-ESS3-6.	<p>Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.</p> <p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Journal</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>Home Energy Demand Pledge</p> <p>My Future Green Career Presentation</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>
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STRAND

KY.HS.P. Engineering Design

CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-ETS1-1.	<p>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p><u>Alliance to Save Energy</u></p> <p>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</p>

STANDARD / ORGANIZER	HS-ETS1-3.	<p>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation</p>
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STANDARD / ORGANIZER	HS-ETS1-4.	<p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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**Kentucky Academic Standards
Science
Grade: 10 - Adopted: 2015**

STRAND **KY.HS.D. Energy**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-PS3-1.	<p>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.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video</p>
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STANDARD / ORGANIZER	HS-PS3-2.	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects).
		<p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video</p>

STANDARD / ORGANIZER	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.
		<p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Video</p>

STANDARD / ORGANIZER	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).
		<p><u>Alliance to Save Energy</u> Mr. BTU 9-12 Professor Frio</p>

STRAND **KY.HS.H. Interdependent Relationships in Ecosystems**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	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.
		<p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Environmental Justice Video 9-12 Green Your Career Video</p>

STANDARD / ORGANIZER	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy 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</p>

STANDARD / ORGANIZER	HS-LS4-6.	<p>Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy 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</p>
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STRAND **KY.HS.L. History of Earth**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS1-6.	<p>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.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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STRAND **KY.HS.M. Earth's Systems**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS2-2.	<p>Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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STANDARD / ORGANIZER	HS-ESS2-5.	<p>Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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STRAND **KY.HS.N. Weather and Climate**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS2-4.	<p>Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator</p>
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STANDARD / ORGANIZER	HS-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>

STRAND **KY.HS.O. Human Impacts**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	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.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

STANDARD /
ORGANIZER

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

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

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

STANDARD / ORGANIZER 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

STANDARD / ORGANIZER 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

STRAND KY.HS.P. Engineering Design

CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-ETS1-1.	<p>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p><u>Alliance to Save Energy</u></p> <p>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</p>

STANDARD / ORGANIZER	HS-ETS1-3.	<p>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation</p>
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STANDARD / ORGANIZER	HS-ETS1-4.	<p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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**Kentucky Academic Standards
Science
Grade: 11 - Adopted: 2015**

STRAND **KY.HS.D. Energy**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-PS3-1.	<p>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.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video</p>
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STANDARD / ORGANIZER	HS-PS3-2.	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). <u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video
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STANDARD / ORGANIZER	HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Video
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STANDARD / ORGANIZER	HS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). <u>Alliance to Save Energy</u> Mr. BTU 9-12 Professor Frio
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STRAND **KY.HS.H. Interdependent Relationships in Ecosystems**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Environmental Justice Video 9-12 Green Your Career Video
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STANDARD / ORGANIZER	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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STANDARD / ORGANIZER	HS-LS4-6.	<p>Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy 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</p>
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STRAND **KY.HS.L. History of Earth**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS1-6.	<p>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.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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STRAND **KY.HS.M. Earth's Systems**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS2-2.	<p>Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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STANDARD / ORGANIZER	HS-ESS2-5.	<p>Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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STRAND **KY.HS.N. Weather and Climate**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS2-4.	<p>Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator</p>
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STANDARD / ORGANIZER	HS-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>

STRAND **KY.HS.O. Human Impacts**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	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.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

STANDARD /
ORGANIZER

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

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

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

STANDARD / ORGANIZER 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
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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

STANDARD / ORGANIZER 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

STRAND KY.HS.P. Engineering Design

CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-ETS1-1.	<p>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p><u>Alliance to Save Energy</u></p> <p>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</p>

STANDARD / ORGANIZER	HS-ETS1-3.	<p>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation</p>
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STANDARD / ORGANIZER	HS-ETS1-4.	<p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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**Kentucky Academic Standards
Science
Grade: 12 - Adopted: 2015**

STRAND **KY.HS.D. Energy**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-PS3-1.	<p>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.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video</p>
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STANDARD / ORGANIZER	HS-PS3-2.	Develop and use models to illustrate that energy at the macroscopic scale can be accounted for as a combination of energy associated with the motions of particles (objects) and energy associated with the relative position of particles (objects). <u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video
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STANDARD / ORGANIZER	HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Video
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STANDARD / ORGANIZER	HS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics). <u>Alliance to Save Energy</u> Mr. BTU 9-12 Professor Frio
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STRAND **KY.HS.H. Interdependent Relationships in Ecosystems**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Environmental Justice Video 9-12 Green Your Career Video
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STANDARD / ORGANIZER	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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STANDARD / ORGANIZER	HS-LS4-6.	<p>Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy 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</p>
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STRAND **KY.HS.L. History of Earth**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS1-6.	<p>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.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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STRAND **KY.HS.M. Earth's Systems**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS2-2.	<p>Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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STANDARD / ORGANIZER	HS-ESS2-5.	<p>Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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STRAND **KY.HS.N. Weather and Climate**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	HS-ESS2-4.	<p>Use a model to describe how variations in the flow of energy into and out of Earth systems result in changes in climate.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator</p>
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STANDARD / ORGANIZER	HS-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>

STRAND **KY.HS.O. Human Impacts**

CATEGORY / GOAL		Students who demonstrate understanding can:
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STANDARD / ORGANIZER	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.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

STANDARD /
ORGANIZER

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

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

6-12 Final Presentation & Peer Performance
9-12 Carbon Rank Competition
9-12 Climate Video
9-12 Custodial Presentation & Pledge
9-12 Energy Audit Video
9-12 Energy Basics Video
9-12 Environmental Justice Video
9-12 Explore Renewables Video
9-12 Green Your Career Video
9-12 My Future Green Career
9-12 Understanding Energy Demand Video
9-12 Water Audit
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My Future Green Career Presentation
Poster Campaign
School Audit
Shutdown Reminders
Staff Presentation
Water Awareness Posters
Water Saving Awareness

STANDARD / ORGANIZER	HS-ESS3-4.	<p>Evaluate or refine a technological solution that reduces impacts of human activities on natural systems.</p> <p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>
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STANDARD / ORGANIZER	HS-ESS3-6.	<p>Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.</p> <p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Journal</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>Home Energy Demand Pledge</p> <p>My Future Green Career Presentation</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>
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STRAND **KY.HS.P. Engineering Design**

CATEGORY / GOAL		Students who demonstrate understanding can:
STANDARD / ORGANIZER	HS-ETS1-1.	<p>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p><u>Alliance to Save Energy</u></p> <p>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</p>

STANDARD / ORGANIZER	3.G.HE.1.	Explain how the culture of places and regions influence how people modify and adapt to their environments. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STRAND **Grade 3: Global Interactions Standards**

CATEGORY / GOAL	H:	Change and Continuity
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STANDARD / ORGANIZER	3.H.CH.1.	Create and use chronological reasoning to learn about significant figures, traditions and events of diverse world communities. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STRAND **Grade 3: Global Interactions Standards**

CATEGORY / GOAL	I:	Communicating Conclusions
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STANDARD / ORGANIZER	3.I.CC.1.	Construct an explanation, using relevant information, to address a local, regional or global problem. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / ORGANIZER	3.I.CC.2.	Construct an argument with reasons and supporting evidence to address a local, regional or global problem. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / ORGANIZER	3.I.CC.3.	Identify strategies to address local, regional or global problems. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / ORGANIZER	3.I.CC.4.	Use listening, consensus-building and voting procedures to determine the best strategies to take to address local, regional and global problems. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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**Kentucky Academic Standards
Social Studies
Grade: 4 - Adopted: 2019**

STRAND **Grade 4: Migration and Settlement Standards**

CATEGORY / GOAL	C:	Civic Virtues and Democratic Principles
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STANDARD / ORGANIZER	4.C.CV.1.	Assess the ability of various forms of government to foster civic virtues and uphold democratic principles. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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**Kentucky Academic Standards
Social Studies
Grade: 5 - Adopted: 2019**

STRAND **Grade 5: Colonization to Constitution Standards**

CATEGORY / GOAL	C:	Roles and Responsibilities of a Citizen
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STANDARD / ORGANIZER 5.C.RR.1. Analyze responsibilities of U.S. citizens by explaining and demonstrating ways to show good citizenship.

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

Kentucky Academic Standards
Social Studies
Grade: **9** - Adopted: **2019**

STRAND **High School: Civics Standards**

CATEGORY / GOAL	C:	Civic Virtues and Democratic Principles
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STANDARD / ORGANIZER HS.C.CV. 2. Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.

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

STANDARD / ORGANIZER HS.C.CV. 3. Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally.

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

STRAND **High School: World History Standards**

CATEGORY / GOAL	H:	Conflict and Compromise
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STANDARD / ORGANIZER HS.WH.C O.6. Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945—present.

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

Kentucky Academic Standards
Social Studies
Grade: **10** - Adopted: **2019**

STRAND **High School: Civics Standards**

CATEGORY / GOAL	C:	Civic Virtues and Democratic Principles
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STANDARD / ORGANIZER HS.C.CV. 2. Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups.

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

STANDARD / ORGANIZER	HS.C.CV. 3.	Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STRAND High School: World History Standards

CATEGORY / GOAL	H:	Conflict and Compromise
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STANDARD / ORGANIZER	HS.WH.C O.6.	Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945—present. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**Kentucky Academic Standards
Social Studies
Grade: 11 - Adopted: 2019**

STRAND High School: Civics Standards

CATEGORY / GOAL	C:	Civic Virtues and Democratic Principles
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STANDARD / ORGANIZER	HS.C.CV. 2.	Assess how the expansion of civic virtues, democratic principles, constitutional rights and human rights influence the thoughts and actions of individuals and groups. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STANDARD / ORGANIZER	HS.C.CV. 3.	Analyze the impact of the efforts of individuals and reform movements on the expansion of civil rights and liberties locally, nationally and internationally. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STRAND High School: World History Standards

CATEGORY / GOAL	H:	Conflict and Compromise
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STANDARD / ORGANIZER	HS.WH.C O.6.	Analyze methods used by state and non-state actors seeking to alter the global order which emerged during the post-World War period, including protests, social media campaigns, non-violent actions, boycotts, terrorism, guerilla warfare and other methods from 1945—present. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**Kentucky Academic Standards
Social Studies
Grade: 12 - Adopted: 2019**

STRAND High School: Civics Standards

CATEGORY / GOAL	C:	Civic Virtues and Democratic Principles
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