

Main Criteria: Massachusetts Curriculum Frameworks
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

Massachusetts Curriculum Frameworks
Language Arts
Grade: 3 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others. <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
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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <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 Assembly Announcement Carbon Footprint Journal Staff Presentation

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation

STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:

INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.PK-12.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Family Presentation
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FOCUS / COURSE **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.3.** **Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.3.3.	Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Poster Campaign Staff Presentation
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FOCUS / COURSE **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. (See grade 3 Language Standards 4–6 on applying knowledge of vocabulary to reading.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.3.7.	Use information gained from illustrations (e.g., maps, photographs) and the words, numbers, and symbols in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur). <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Family Presentation Staff Presentation
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FOCUS / COURSE **RI.3. Grade 3 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL RI.3.10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 3.

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FOCUS / COURSE RF.3. Grade 3 Reading Standards for Foundational Skills [RF]

STRAND		Fluency
STANDARD / CONCEPT / SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

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

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

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FOCUS / COURSE W.3. Grade 3 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.1.	Write opinion pieces on topics or texts, supporting an opinion with reasons.

INDICATOR W.3.1.a. Introduce the topic or text they are writing about, state an opinion, and create an organizational structure that lists reasons.

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INDICATOR W.3.1.b. Provide reasons that support the opinion.

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INDICATOR W.3.1.c. Use linking words and phrases (e.g., because, therefore, since, for example) to connect opinion and reasons.

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INDICATOR W.3.1.d. Provide a concluding statement or section.

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FOCUS / COURSE W.3. **Grade 3 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR W.3.2.a. Introduce a topic and group-related information together; include illustrations when useful to aiding comprehension.

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INDICATOR W.3.2.b. Develop the topic with facts, definitions, and details.

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

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INDICATOR	W.3.2.d.	Provide a concluding statement or section. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.3. Grade 3 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.3.4.	Produce writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.3. Grade 3 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.3.5.	Develop and strengthen writing as needed by planning, revising, and editing.
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INDICATOR	W.3.5.b.	Demonstrate the ability to choose and use appropriate vocabulary (as described in Language Standards 4–6 up to and including grade 3). <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.3. Grade 3 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.3.6.	Use technology to produce and publish writing (using keyboarding skills) as well as to interact and collaborate with others. <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
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FOCUS / COURSE **W.3. Grade 3 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.3.7.	Conduct short research projects that build knowledge about a topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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STANDARD / CONCEPT / SKILL	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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FOCUS / COURSE **W.3. Grade 3 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <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 Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **SL.3. Grade 3 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.3.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 3 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding use of textual evidence.) <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
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FOCUS / COURSE **SL.3. Grade 3 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.3.4.	Report on a topic, text, or solution to a mathematical problem, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace and using appropriate vocabulary. (See grade 3 Language Standards 4–6 for specific expectations regarding vocabulary.)
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FOCUS / COURSE **L.3. Grade 3 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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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FOCUS / COURSE **L.3. Grade 3 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	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 a range 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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FOCUS / COURSE **L.3. Grade 3 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

INDICATOR L.3.5.a. Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

Alliance to Save Energy
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</u> 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

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-5 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

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others. <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
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation

FOCUS / COURSE

SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Alliance to Save Energy Family Presentation Staff Presentation

FOCUS / COURSE

SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning. Alliance to Save Energy 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation

FOCUS / COURSE

SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.PK- 12.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Family Presentation
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**FOCUS /
COURSE**

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**FOCUS /
COURSE**

RL.4. Grade 4 Reading Standards for Literature [RL]

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RL.4.5.	Explain major differences among prose, poetry, and drama and refer to the structural elements of each (e.g., paragraphs and chapters for prose; stanza and verse for poetry; scene, stage directions, cast of characters for drama) when writing or speaking about a text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**FOCUS /
COURSE**

RI.4. Grade 4 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.4.1.	Refer to details and examples in a text when explaining what the text states explicitly and when drawing inferences from the text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.4.2.	Determine the main idea of a text and explain how it is supported by key details; summarize a text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.4.3.	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**FOCUS /
COURSE**

RI.4. Grade 4 Reading Standards for Informational Text [RI]

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. (See grade 4 Language Standards 4–6 on applying knowledge of vocabulary to reading.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**FOCUS /
COURSE**

RI.4. Grade 4 Reading Standards for Informational Text [RI]

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.4.9.	Integrate information from two texts on the same topic in order to write or speak knowledgeably about the subject. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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FOCUS / COURSE **RI.4. Grade 4 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL RI.4.10. Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 4.

Alliance to Save Energy
 3-8 Custodial Presentation & Pledge
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FOCUS / COURSE **RF.4. Grade 4 Reading Standards for Foundational Skills [RF]**

STRAND		Fluency
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STANDARD / CONCEPT / SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR RF.4.4.a. Read grade-level text with purpose and understanding.

Alliance to Save Energy
 3-8 Custodial Presentation & Pledge
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INDICATOR RF.4.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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

FOCUS / COURSE **W.4. Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.4.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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INDICATOR W.4.1.b. Provide reasons that are supported by facts and details.

Alliance to Save Energy
 3-5 Explore Renewables Energy Poster Project
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INDICATOR	W.4.1.c.	Link opinion and reasons using words and phrases (e.g., for instance, in order to, in addition). <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.4.1.d.	Provide a concluding statement or section related to the opinion presented. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.4. Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.4.2.a.	Introduce a topic clearly and group related information in paragraphs and sections; include text features (e.g., headings), 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
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INDICATOR	W.4.2.b.	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 Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.4.2.c.	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.4.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.4.2.e.	Provide a concluding statement or section related to the information or explanation presented. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.4. Grade 4 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.4.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

INDICATOR	W.4.3.b.	Use dialogue and description to develop experiences or events or show responses to situations. <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 Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.4. Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.4. Grade 4 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.4.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of one page in a single sitting. <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
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FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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STANDARD / CONCEPT / SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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STANDARD / CONCEPT / SKILL	W.4.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 4 standards for Reading Literature or Reading Informational Text as needed. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **W.4.** **Grade 4 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <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 Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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INDICATOR	SL.4.1.a.	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 4 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation</p>
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INDICATOR	SL.4.1.b.	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation</p>
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INDICATOR	SL.4.1.c.	<p>Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation</p>
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INDICATOR	SL.4.1.d.	<p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation</p>
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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND	Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.4.3.	<p>Identify the reasons and evidence a speaker provides to support particular points.</p> <p><u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>
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FOCUS / COURSE **SL.4.** **Grade 4 Speaking and Listening Standards [SL]**

STRAND	Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.4.4.	Report on a topic, text, procedure, or solution to a mathematical problem, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 4 Language Standards 4–6 for specific expectations regarding vocabulary.)
		<p><u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>

STANDARD / CONCEPT / SKILL	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting research findings) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language Standards 1 and 3 for specific expectations.)
		<p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation</p>

FOCUS / COURSE L.4. **Grade 4 Language Standards [L]**

STRAND		Knowledge of Language
STANDARD / CONCEPT / SKILL	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.
		<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>

FOCUS / COURSE L.4. **Grade 4 Language Standards [L]**

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

INDICATOR	L.4.4.a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

FOCUS / COURSE L.4. **Grade 4 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). (See grade 4 Reading Literature Standard 4 and Reading Informational Text Standard 4 on applying knowledge of vocabulary to reading; see grade 4 Writing Standard 5 and Speaking and Listening Standard 4 on strengthening writing and presentations by applying knowledge of vocabulary.)
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Alliance to Save Energy

- [3-5 Explore Renewables Energy Poster Project](#)
- [3-5 Final Presentation & Peer Performance](#)
- [3-8 Custodial Presentation & Pledge](#)
- [Assembly Announcement](#)
- [Carbon Footprint Journal](#)
- [Family Presentation](#)
- [Staff Presentation](#)

Massachusetts Curriculum Frameworks

Language Arts

Grade: 5 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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Alliance to Save Energy

- [3-8 Custodial Presentation & Pledge](#)
- [Assembly Announcement](#)
- [Family Presentation](#)
- [Staff Presentation](#)

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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Alliance to Save Energy

- [Family Presentation](#)
- [Staff Presentation](#)

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts.
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Alliance to Save Energy

- [3-8 Custodial Presentation & Pledge](#)
- [Assembly Announcement](#)
- [Family Presentation](#)
- [Staff Presentation](#)

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others. <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
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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <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 Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
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INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
FOCUS / COURSE	SL.PK-12.	College and Career Readiness Anchor Standards for Speaking and Listening
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Family Presentation
FOCUS / COURSE	L.PK-12.	College and Career Readiness Anchor Standards for Language
STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	L.PK-12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RL.5.5.	Explain how a series of chapters, scenes, or stanzas fits together to provide the overall structure of a particular story, drama, or poem. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RL.5.	Grade 5 Reading Standards for Literature [RL]
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RI.5.7.	Analyze how visual and multimedia elements contribute to the meaning, tone, or beauty of a text (e.g., graphic novel; multimedia presentation of fiction, folktale, myth, poem). <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Family Presentation
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FOCUS / COURSE **RI.5. Grade 5 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.5.2.	Determine one or more main ideas of a text and explain how they are supported by key details; summarize a text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.5.3.	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.5. Grade 5 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. (See grade 5 Language Standards 4–6 on applying knowledge of vocabulary to reading.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.5. Grade 5 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.5.7.	Draw on information from multiple print or digital sources, demonstrating the ability to locate an answer to a question quickly or to solve a problem efficiently. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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STANDARD / CONCEPT / SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.5.9.	Integrate information from several texts on the same topic in order to write or speak knowledgeably about the subject. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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FOCUS / COURSE **RI.5. Grade 5 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.5.10.	Independently and proficiently read and comprehend informational texts, including history/social studies, science, mathematical, and technical texts, exhibiting complexity appropriate for at least grade 5. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RF.5. Grade 5 Reading Standards for Foundational Skills [RF]**

STRAND		Fluency
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STANDARD / CONCEPT / SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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INDICATOR	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
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INDICATOR	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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FOCUS / COURSE **W.5. Grade 5 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.5.1.	Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
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INDICATOR	W.5.1.a.	<p>Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped in paragraphs and sections to support the writer's purpose.</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	W.5.1.b.	<p>Provide logically ordered reasons that are supported by facts and details.</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	W.5.1.c.	<p>Link opinion and reasons using words, phrases, and clauses (e.g., consequently, specifically).</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	W.5.1.d.	<p>Provide a concluding statement or section related to the opinion presented.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>

FOCUS / COURSE **W.5.** **Grade 5 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

INDICATOR	W.5.2.a.	<p>Introduce a topic clearly, provide a general observation and focus, and group related information logically in paragraphs and sections; include text features (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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INDICATOR	W.5.2.b.	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.5.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially). Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.5.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.5.2.e.	Provide a concluding statement or section related to the information or explanation presented. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.5. Grade 5 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.5.3.	Write narratives in prose or poem form to develop experiences or events using effective literary techniques, descriptive details, and clear sequences.

INDICATOR	W.5.3.b.	Use narrative techniques such as dialogue, description, and pacing to develop experiences or events or show responses to situations. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.5. Grade 5 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) <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
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.5.6.	Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of two pages in a single sitting. <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
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
STANDARD / CONCEPT / SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation
STANDARD / CONCEPT / SKILL	W.5.9.	Draw evidence from literary or informational texts to support written analysis, reflection, and research, applying one or more grade 5 standards for Reading Literature or Reading Informational Text as needed. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	W.5.	Grade 5 Writing Standards [W]
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Alliance to Save Energy

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

**FOCUS /
COURSE**

SL.5. Grade 5 Speaking and Listening Standards [SL]

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

INDICATOR	SL.5.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion. (See grade 5 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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Alliance to Save Energy

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

INDICATOR	SL.5.1.b.	Follow agreed-upon rules for discussions and carry out assigned roles.
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Alliance to Save Energy

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

INDICATOR	SL.5.1.c.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
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Alliance to Save Energy

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

**FOCUS /
COURSE**

SL.5. Grade 5 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.5.3.	Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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FOCUS / COURSE **SL.5.** **Grade 5 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Skills
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STANDARD / CONCEPT / SKILL	SL.5.4.	Report on a topic, text, procedure, or solution to a mathematical problem, or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace and use appropriate vocabulary. (See grade 5 Language Standards 4–6 for specific expectations regarding vocabulary.) <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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FOCUS / COURSE **L.5.** **Grade 5 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 5 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
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INDICATOR		Sentence Structure and Meaning
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EXPECTATION	L.5.1.b.	Recognize and correct inappropriate shifts in verb tense. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **L.5.** **Grade 5 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.
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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. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**FOCUS /
COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

**FOCUS /
COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

**FOCUS /
COURSE**

R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation

**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</u> 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

STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. <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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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 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

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Staff Presentation

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STANDARD / CONCEPT / SKILL	W.PK-12.10.	Range of Writing
		Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>

FOCUS / COURSE

SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Comprehension and Collaboration
		Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation</p>
		<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Alliance to Save Energy</u> Family Presentation Staff Presentation</p>

FOCUS / COURSE

SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Presentation of Knowledge and Ideas
		Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>

FOCUS / COURSE

SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Presentation of Knowledge and Ideas
		Present information, findings, and supporting evidence such that:

STANDARD / CONCEPT / SKILL	SL.PK- 12.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RCA- H.6-8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Poster Campaign Staff Presentation
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.	
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.6-8.7.	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Family Presentation Staff Presentation
FOCUS / COURSE	RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.	
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.3.	Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Poster Campaign Staff Presentation
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND	Craft and Structure
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STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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STRAND	Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
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STRAND	Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), 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
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INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	WCA.6-8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. <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	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	WCA.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 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

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	WCA.6-8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

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

FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6-8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SLCA.6-8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
INDICATOR	SLCA.6-8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
INDICATOR	SLCA.6-8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
FOCUS / COURSE	SLCA.6-8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) <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
FOCUS / COURSE	SLCA.6-8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.6-8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.6.1.	<p>Cite textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 6 Writing Standard 8 for more on quoting and paraphrasing.)</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
STANDARD / CONCEPT / SKILL	RI.6.2.	<p>Determine a text's central idea(s) and how particular details help convey the idea(s); provide a summary of a text distinct from personal opinions or judgments.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
STANDARD / CONCEPT / SKILL	RI.6.3.	<p>Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.6.4.	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; explain how word choice affects meaning and tone. (See grade 6 Language Standards 4–6 on applying knowledge of vocabulary to reading.)</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.6.7.	<p>Integrate information presented in different media or formats (e.g., in charts, graphs, photographs, videos, maps) as well as in words to develop a coherent understanding of a topic or issue.</p> <p><u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career</p>
FOCUS / COURSE	RI.6.	Grade 6 Reading Standards for Informational Text [RI]
STRAND		Range of Reading and Level of Text Complexity

STANDARD / CONCEPT / SKILL	RI.6.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 6. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	W.6.	Grade 6 Writing Standards [W]
STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.6.2.a.	Introduce a topic; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), 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	W.6.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.6.2.c.	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	W.6.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

INDICATOR	W.6.2.f.	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
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FOCUS / COURSE **W.6.** **Grade 6 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.6.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

INDICATOR	W.6.3.b.	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.6.3.d.	Use precise words and phrases, relevant descriptive details, figurative and sensory language, and techniques such as personification (e.g., "the fog crept in") to convey experiences or events. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.6.** **Grade 6 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.6.** **Grade 6 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.6.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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INDICATOR W.6.5.b. Demonstrate the ability to select accurate vocabulary (as described in Language Standards 4–6 up to and including grade 6).

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FOCUS / COURSE **W.6.** **Grade 6 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL W.6.6. Use technology, including current web-based communication platforms, to produce and publish writing as well as to interact and collaborate with others; demonstrate sufficient command of keyboarding skills to type a minimum of three pages in a single sitting.

- Alliance to Save Energy**
 6-12 Final Presentation & Peer Performance
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 6-8 My Future Green Career

FOCUS / COURSE **W.6.** **Grade 6 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL W.6.7. Conduct short as well as more sustained research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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 6-8 Explore Renewables Energy Poster Project
 6-8 My Future Green Career

STANDARD / CONCEPT / SKILL W.6.8. When conducting research, gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.

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 6-8 Explore Renewables Energy Poster Project
 6-8 My Future Green Career

STANDARD / CONCEPT / SKILL W.6.9. Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 6 standards for Reading Literature or Reading Informational Text as needed.

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FOCUS / COURSE **W.6.** **Grade 6 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.6.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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**FOCUS /
COURSE** **SL.6. Grade 6 Speaking and Listening Standards [SL]**

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

INDICATOR	SL.6.1.a.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 6 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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INDICATOR	SL.6.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.
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INDICATOR	SL.6.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.
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**FOCUS /
COURSE** **SL.6. Grade 6 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 6 Language Standards 4–6 for specific expectations regarding vocabulary.) Alliance to Save Energy 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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FOCUS / COURSE L.6. **Grade 6 Language Standards [L]**

STRAND		Conventions of Standard English
STANDARD / CONCEPT / SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 6 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)
INDICATOR		Sentence Structure, Variety, and Meaning

EXPECTATION	L.6.1.c.	Place or rearrange phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE L.6. **Grade 6 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.6.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 6 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.6.4.a.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATOR	L.6.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE R.PK-12. **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL R.PK-12.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL R.PK-12.4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

Alliance to Save Energy
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FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL R.PK-12.7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

Alliance to Save Energy
 Family Presentation
 Staff Presentation

FOCUS / COURSE W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL W.PK-12.2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. <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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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL
		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 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

STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL	STANDARD / CONCEPT / SKILL
		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Staff Presentation

FOCUS / COURSE

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

FOCUS / COURSE

SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. Alliance to Save Energy 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. Alliance to Save Energy Family Presentation Staff Presentation

FOCUS / COURSE

SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:

INDICATOR	SL.PK-12.4.a.	Listeners can follow the line of reasoning. Alliance to Save Energy 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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FOCUS / COURSE

SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.PK- 12.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RCA- H.6-8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Poster Campaign Staff Presentation
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.	
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.6-8.7.	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Family Presentation Staff Presentation
FOCUS / COURSE	RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.	
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / CONCEPT / SKILL	RCA- ST.6-8.3.	Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Poster Campaign Staff Presentation
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND	Craft and Structure
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STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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STRAND	Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE	WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]
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STRAND	Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6-8.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WCA.6-8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), 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
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INDICATOR	WCA.6-8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	WCA.6-8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. <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	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	WCA.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 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

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	WCA.6-8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

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

FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6-8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SLCA.6-8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
INDICATOR	SLCA.6-8.1.c.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
INDICATOR	SLCA.6-8.1.d.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
FOCUS / COURSE	SLCA.6-8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3) <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
FOCUS / COURSE	SLCA.6-8.	Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.6-8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
FOCUS / COURSE	RI.7.	Grade 7 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.7.1.	Cite several pieces of textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 7 Writing Standard 8 for more on quoting and paraphrasing.)
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STANDARD / CONCEPT / SKILL	RI.7.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text; provide an objective summary of a text.
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STANDARD / CONCEPT / SKILL	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
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FOCUS / COURSE **RI.7.** **Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RI.7.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone. (See grade 7 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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FOCUS / COURSE **RI.7.** **Grade 7 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.7.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 7.
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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.7.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
INDICATOR	W.7.2.a.	<p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information in paragraphs and sections, using strategies such as definition, classification, comparison/contrast, and cause/effect; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
INDICATOR	W.7.2.b.	<p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
INDICATOR	W.7.2.c.	<p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
INDICATOR	W.7.2.d.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
INDICATOR	W.7.2.f.	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
FOCUS / COURSE	W.7.	Grade 7 Writing Standards [W]
STRAND		Text Types and Purposes

STANDARD / CONCEPT / SKILL	W.7.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.
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INDICATOR W.7.3.b. Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.

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INDICATOR W.7.3.d. Use precise words and phrases, relevant descriptive details, and figurative and sensory language to establish a mood that evokes an emotion, to capture action, and to convey experiences or events.

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FOCUS / COURSE W.7. **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL W.7.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

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FOCUS / COURSE W.7. **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.7.5.	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.
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INDICATOR W.7.5.b. Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 7).

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FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.7.6.	Use technology, including current web-based communication platforms, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career

FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.7.7.	Conduct short as well as more sustained research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
STANDARD / CONCEPT / SKILL	W.7.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
STANDARD / CONCEPT / SKILL	W.7.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 7 Standards for Reading Literature or Reading Informational Text as needed. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Staff Presentation

FOCUS / COURSE **W.7.** **Grade 7 Writing Standards [W]**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation

FOCUS / COURSE **SL.7.** **Grade 7 Speaking and Listening Standards [SL]**

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

INDICATOR SL.7.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 7 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

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

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

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FOCUS / COURSE SL.7. **Grade 7 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL SL.7.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 7 Language Standards 4–6 for specific expectations regarding vocabulary.)

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FOCUS / COURSE L.7. **Grade 7 Language Standards [L]**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL L.7.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking; retain and further develop language skills learned in previous grades. (See grade 7 Writing Standard 5 and Speaking and Listening Standard 6 on strengthening writing and presentations by applying knowledge of conventions.)

INDICATOR		Sentence Structure, Variety, and Meaning
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EXPECTATION L.7.1.b. Recognize and correct vague pronouns (those that have unclear or ambiguous antecedents).

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FOCUS / COURSE L.7. **Grade 7 Language Standards [L]**

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

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INDICATOR L.7.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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**Massachusetts Curriculum Frameworks
 Language Arts
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FOCUS / COURSE R.PK-12. **College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL R.PK-12.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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FOCUS / COURSE R.PK-12. **College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. <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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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Staff Presentation
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <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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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK-12.1.	<p>Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation</p>
STANDARD / CONCEPT / SKILL	SL.PK-12.2.	<p>Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Alliance to Save Energy</u> Family Presentation Staff Presentation</p>

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.4.	Present information, findings, and supporting evidence such that:
INDICATOR	SL.PK-12.4.a.	<p>Listeners can follow the line of reasoning.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>

FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK-12.5.	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation</p>

FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- H.6-8.1.	Cite specific textual evidence to support analysis of primary and secondary sources, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on paraphrasing.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / CONCEPT / SKILL	RCA- H.6-8.3.	Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Poster Campaign Staff Presentation
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FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- H.6-8.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary specific to domains related to history/social studies. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **RCA-H.6- Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 8.**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA-H.6-8.7.	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Family Presentation Staff Presentation
FOCUS / COURSE	RCA-H.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA-H.6-8.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.1.	Cite specific textual evidence to support analysis of science and technical texts, quoting or paraphrasing as appropriate. (See grades 6–8 Writing Standard 8 for more on quoting and paraphrasing.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.2.	Determine the central ideas or conclusions of a text; provide an accurate summary of the text distinct from prior knowledge or opinions. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA-ST.6-8.3.	Follow precisely a multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Poster Campaign Staff Presentation
FOCUS / COURSE	RCA-ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.6-8.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 6–8 texts and topics. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA- ST.6-8.	Grades 6–8 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.6- 8.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.6- 8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WCA.6- 8.2.a.	Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include text features (e.g., headings), graphics (e.g., charts, tables), 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
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INDICATOR	WCA.6- 8.2.b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.6-8.2.c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas, concepts, or procedures. <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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INDICATOR	WCA.6-8.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.6-8.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	WCA.6-8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	WCA.6-8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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STANDARD / CONCEPT / SKILL	WCA.6-8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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STANDARD / CONCEPT / SKILL	WCA.6-8.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **WCA.6-8. Grades 6–8 Writing Standards for Literacy in the Content Areas [WCA]**

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

FOCUS / COURSE **SLCA.6-8. Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.6-8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR	SLCA.6-8.1.a.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grades 6–8 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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INDICATOR	SLCA.6-8.1.b.	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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INDICATOR	SLCA.6-8.1.c.	<p>Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>
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INDICATOR	SLCA.6-8.1.d.	<p>Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>
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FOCUS / COURSE **SLCA.6-8.** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND **Comprehension and Collaboration**

STANDARD / CONCEPT / SKILL	SLCA.6-8.3.	<p>Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced. For example, after an author of science books on endangered animal species visits their class to talk about her research and writing, students write reports on what she said, summarizing important points and arranging them in a logical order. (WCA.6–8.2, SLCA.6–8.3)</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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FOCUS / COURSE **SLCA.6-8.** **Grades 6–8 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND **Presentation of Knowledge and Ideas**

STANDARD / CONCEPT / SKILL	SLCA.6-8.4.	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>
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FOCUS / COURSE **RI.8.** **Grade 8 Reading Standards for Informational Text [RI]**

STRAND **Key Ideas and Details**

STANDARD / CONCEPT / SKILL	RI.8.1.	<p>Cite the textual evidence that most strongly supports an analysis of what a text states explicitly as well as inferences drawn from the text, quoting or paraphrasing as appropriate. (See grade 8 Writing Standard 8 for more on quoting and paraphrasing.)</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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STANDARD / CONCEPT / SKILL	RI.8.2.	Determine a text's central idea(s) and analyze its/their development over the course of the text, including relationships to supporting ideas; provide an objective summary of a text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.8.3.	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.8.** **Grade 8 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. (See grade 8 Language Standards 4–6 on applying knowledge of vocabulary to reading.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.8.** **Grade 8 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.8.7.	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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FOCUS / COURSE **RI.8.** **Grade 8 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.8.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for at least grade 8. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.8.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.

INDICATOR W.8.2.a. Introduce a topic clearly, previewing what is to follow; use paragraphs and sections to organize ideas, concepts, and information into broader categories; include text features (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

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INDICATOR W.8.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

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

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INDICATOR W.8.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.8.3.	Write narratives to develop experiences or events using effective literary techniques, relevant descriptive details, and well-structured sequences.

INDICATOR	W.8.3.b.	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.8.3.d.	Use precise words and phrases and relevant descriptive details to convey a tone (the writer's attitude toward the subject e.g., humorous, serious, or ironic) and to convey experiences or events. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.8.** **Grade 8 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) Alliance to Save Energy 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.8.** **Grade 8 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.8.5.	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.
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INDICATOR	W.8.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience and purpose (as described in Language Standards 4–6 up to and including grade 8). Alliance to Save Energy 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.8.** **Grade 8 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.8.6.	Use technology, including current web-based communication platforms, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career

FOCUS / COURSE **W.8.** **Grade 8 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.8.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career

STANDARD / CONCEPT / SKILL	W.8.8.	When conducting research, gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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STANDARD / CONCEPT / SKILL	W.8.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grade 8 standards for Reading Literature or Reading Informational Text as needed. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Staff Presentation
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FOCUS / COURSE **W.8.** **Grade 8 Writing Standards [W]**

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

FOCUS / COURSE

SL.8. Grade 8 Speaking and Listening Standards [SL]

STRAND	Comprehension and Collaboration	
STANDARD / CONCEPT / SKILL	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.

INDICATOR SL.8.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. (See grade 8 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)

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INDICATOR SL.8.1.b. Follow rules for collegial discussions and decision making, track progress toward specific goals and deadlines, and define individual roles as needed.

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INDICATOR SL.8.1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

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

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FOCUS / COURSE

SL.8. Grade 8 Speaking and Listening Standards [SL]

STRAND	Presentation of Knowledge and Ideas	
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STANDARD / CONCEPT / SKILL SL.8.4. Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate vocabulary, eye contact, volume, and pronunciation. (See grade 8 Language Standards 4–6 for specific expectations regarding vocabulary.)

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FOCUS / COURSE **L.8. Grade 8 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.

INDICATOR L.8.4.a. Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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INDICATOR L.8.4.d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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Massachusetts Curriculum Frameworks
Language Arts
 Grade: 9 - Adopted: 2017

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL R.PK-12.1. Read closely to determine what a text states explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from a text.

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STANDARD / CONCEPT / SKILL R.PK-12.2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <u>Alliance to Save Energy</u> Capstone Project
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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <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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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
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INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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INDICATOR	SL.PK-12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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FOCUS / COURSE **SL.PK-12.** **College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.PK-12.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance
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FOCUS / COURSE **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Conventions of Standard English
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STANDARD / CONCEPT / SKILL	L.PK-12.2.	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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FOCUS / COURSE **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Knowledge of Language
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STANDARD / CONCEPT / SKILL	L.PK-12.3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **L.PK-12.** **College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.9-10. Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states 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

STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.9-10. Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **RI.9-10. Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9- 10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **W.9-10. Grades 9–10 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9- 10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR	W.9- 10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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INDICATOR	W.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.9- 10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
		<p><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</p>

FOCUS / COURSE **W.9-10. Grades 9–10 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

INDICATOR	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>

FOCUS / COURSE **W.9-10. Grades 9–10 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>

FOCUS / COURSE **W.9-10. Grades 9–10 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, 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
STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
FOCUS / COURSE	W.9-10.	Grades 9–10 Writing Standards [W]

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

FOCUS / COURSE **SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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INDICATOR	SL.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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INDICATOR	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>

FOCUS / COURSE **SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
STANDARD / CONCEPT / SKILL	SL.9-10.5.	Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation</p>

FOCUS / COURSE **L.9-10. Grades 9–10 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

INDICATOR	L.9-10.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

FOCUS / COURSE **RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 10.**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 10.**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 10.**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project Family Presentation Staff Presentation

FOCUS / COURSE **RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 10.**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.3.	Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Family Presentation Poster Campaign Staff Presentation
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **WCA.9-10.** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.9- 10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

INDICATOR	WCA.9- 10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.9- 10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.9- 10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, concepts, or procedures. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.9- 10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
STANDARD / CONCEPT / SKILL	WCA.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> Capstone Project
STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

STANDARD / CONCEPT / SKILL	WCA.9- 10.8.	When conducting research, 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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STANDARD / CONCEPT / SKILL	WCA.9- 10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **WCA.9-10. Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	WCA.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **SLCA.9-10. Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SLCA.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SLCA.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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INDICATOR	SLCA.9-10.1.b.	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
INDICATOR	SLCA.9-10.1.c.	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
INDICATOR	SLCA.9-10.1.d.	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SLCA.9-10.4.	<p>Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
STANDARD / CONCEPT / SKILL	SLCA.9-10.5.	<p>Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation</p>

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	R.PK-12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	R.PK-12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge

FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <u>Alliance to Save Energy</u> Capstone Project
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
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**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation

**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <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

**FOCUS /
COURSE**

**SL.PK-
12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation

STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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**FOCUS /
COURSE**

SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:

INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Capstone Project
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**FOCUS /
COURSE**

**SL.PK-
12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation

**FOCUS /
COURSE**

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.9-10. Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND	Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what a text states 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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STANDARD / CONCEPT / SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.9-10.3.	Analyze how an author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the presence or absence of connections between them. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.9-10. Grades 9–10 Reading Standards for Informational Text [RI]**

STRAND	Craft and Structure
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STANDARD / CONCEPT / SKILL	RI.9- 10.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative or contradictory impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper; how an author's word choice varies from one part of a text to another). (See grades 9–10 Language Standards 4–6 on applying knowledge of vocabulary to reading.) <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE

RI.9-10. Grades 9–10 Reading Standards for Informational Text [RI]

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.9-10.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. Alliance to Save Energy 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE

W.9-10. Grades 9–10 Writing Standards [W]

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR	W.9-10.2.a.	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
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INDICATOR	W.9-10.2.c.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
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INDICATOR	W.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
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INDICATOR	W.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
		<p><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</p>

FOCUS / COURSE **W.9-10. Grades 9–10 Writing Standards [W]**

STRAND		
		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.9-10.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

INDICATOR	W.9-10.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>

FOCUS / COURSE **W.9-10. Grades 9–10 Writing Standards [W]**

STRAND		
		Production and Distribution of Writing

STANDARD / CONCEPT / SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in Standards 1–3 above.)
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>

FOCUS / COURSE **W.9-10. Grades 9–10 Writing Standards [W]**

STRAND		
		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR	W.9-10.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 9–10). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.9-10. Grades 9–10 Writing Standards [W]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
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FOCUS / COURSE **W.9-10. Grades 9–10 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STANDARD / CONCEPT / SKILL	W.9-10.8.	When conducting research, 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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STANDARD / CONCEPT / SKILL	W.9-10.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 9–10 Standards for Reading Literature or Reading Informational Text as needed. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **W.9-10. Grades 9–10 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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**FOCUS /
COURSE**

SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.9- 10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

INDICATOR	SL.9- 10.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)
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INDICATOR	SL.9- 10.1.b.	Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
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INDICATOR	SL.9- 10.1.c.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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INDICATOR	SL.9-10.1.d.	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>

FOCUS / COURSE **SL.9-10. Grades 9–10 Speaking and Listening Standards [SL]**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. (See grades 9–10 Language Standards 4–6 for specific expectations regarding vocabulary.)
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>

STANDARD / CONCEPT / SKILL	SL.9-10.5.	Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation</p>

FOCUS / COURSE **L.9-10. Grades 9–10 Language Standards [L]**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
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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.
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

INDICATOR	L.9-10.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

FOCUS / COURSE **RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 10.**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.9-10.1.	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 10.**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.9-10.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social studies. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / CONCEPT / SKILL	RCA-H.9-10.6.	Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 10.**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA-H.9-10.7.	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project Family Presentation Staff Presentation

FOCUS / COURSE **RCA-H.9- Grades 9–10 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H] 10.**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RCA- H.9- 10.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.2.	Determine the central ideas or conclusions of a text; trace a text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA- ST.9-10.3.	Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Family Presentation Poster Campaign Staff Presentation
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA- ST.9- 10.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA- ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RCA-ST.9-10.9.	Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts. <u>Alliance to Save Energy</u> Capstone Project
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FOCUS / COURSE	RCA-ST.9-10.	Grades 9–10 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RCA-ST.9-10.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE	WCA.9-10.	Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]
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STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.
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INDICATOR	WCA.9-10.2.a.	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.9-10.2.b.	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.9-10.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas, concepts, or procedures. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.9-10.2.d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.9-10.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **WCA.9-10.** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	WCA.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	WCA.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> Capstone Project
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STANDARD / CONCEPT / SKILL	WCA.9-10.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
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FOCUS / COURSE **WCA.9-10.** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	WCA.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STANDARD / CONCEPT / SKILL	WCA.9-10.8.	When conducting research, 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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STANDARD / CONCEPT / SKILL	WCA.9-10.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **WCA.9-10.** **Grades 9–10 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	WCA.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **SLCA.9-10.** **Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SLCA.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SLCA.9-10.1.a.	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 9–10 Reading Standard 1 for more on the use of textual evidence.)</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
INDICATOR	SLCA.9-10.1.b.	<p>Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
INDICATOR	SLCA.9-10.1.c.	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
INDICATOR	SLCA.9-10.1.d.	<p>Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
FOCUS / COURSE	SLCA.9-10.	Grades 9–10 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]
STRAND		Presentation of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	SLCA.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and task. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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STANDARD / CONCEPT / SKILL	SLCA.9- 10.5.	Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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Massachusetts Curriculum Frameworks
Language Arts
Grade: **11** - Adopted: **2017**

FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	R.PK- 12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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FOCUS / COURSE**R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK-12.10.	Independently and proficiently read and comprehend complex literary and informational texts. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge
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FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK-12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE**W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	W.PK-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <u>Alliance to Save Energy</u> Capstone Project
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STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <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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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:

INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Capstone Project
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.PK- 12.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation

FOCUS / COURSE **L.PK-12. College and Career Readiness Anchor Standards for Language**

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.11-12. Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.11- 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.11-12. Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RI.11- 12.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.)
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FOCUS / COURSE **RI.11-12. Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem.
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FOCUS / COURSE **RI.11-12. Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RI.11- 12.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course.
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FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.11- 12.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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INDICATOR	W.11- 12.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
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INDICATOR	W.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <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	W.11-12.2.c.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	W.11-12.2.d.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <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	W.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.11-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

INDICATOR	W.11-12.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR W.11-12.5.b. Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12).

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FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11-12.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career

FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

STANDARD / CONCEPT / SKILL	W.11- 12.8.	When conducting research, 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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STANDARD / CONCEPT / SKILL	W.11- 12.9.	Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
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FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.11- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <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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FOCUS / COURSE **SL.11-12. Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.11- 12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SL.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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INDICATOR	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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FOCUS / COURSE

SL.11-12. Grades 11–12 Speaking and Listening Standards [SL]

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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STANDARD / CONCEPT / SKILL	SL.11-12.5.	Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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FOCUS / COURSE

L.11-12. Grades 11–12 Language [L]

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

INDICATOR	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATOR	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA-H.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA-H.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA-H.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA-H.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RCA-H.11-12.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA-H.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas

STANDARD / CONCEPT / SKILL	RCA- H.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <u>Alliance to Save Energy</u> Capstone Project Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RCA- H.11-12.8.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RCA-
H.11-12.** **Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RCA- H.11- 12.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RCA-
ST.11-12.** **Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.3.	Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Family Presentation Poster Campaign Staff Presentation
FOCUS / COURSE	RCA- ST.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE	RCA- ST.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. <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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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <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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FOCUS / COURSE	RCA- ST.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
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STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **WCA.11-12. Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WCA.11- 12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR	WCA.11- 12.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.11- 12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.11- 12.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.11- 12.2.d.	Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOCUS / COURSE	WCA.11-12.	Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
STANDARD / CONCEPT / SKILL	WCA.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> Capstone Project
STANDARD / CONCEPT / SKILL	WCA.11-12.6.	Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
FOCUS / COURSE	WCA.11-12.	Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WCA.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

STANDARD / CONCEPT / SKILL	WCA.11- 12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STANDARD / CONCEPT / SKILL	WCA.11- 12.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **WCA.11-12. Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	WCA.11- 12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **SLCA.11-12. Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SLCA.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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INDICATOR	SLCA.11- 12.1.a.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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INDICATOR	SLCA.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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FOCUS / COURSE SLCA.11-12. Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] 12.

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SLCA.11-12.4.	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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STANDARD / CONCEPT / SKILL	SLCA.11-12.5.	Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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**Massachusetts Curriculum Frameworks
Language Arts
Grade: 12 - Adopted: 2017**

FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	R.PK-12.2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE R.PK-12. College and Career Readiness Anchor Standards for Reading

STRAND		Craft and Structure
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STANDARD / CONCEPT / SKILL	R.PK- 12.4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	R.PK- 12.7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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FOCUS / COURSE **R.PK-12. College and Career Readiness Anchor Standards for Reading**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	R.PK- 12.10.	Independently and proficiently read and comprehend complex literary and informational texts. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	W.PK- 12.2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / CONCEPT / SKILL	W.PK- 12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.PK-12. College and Career Readiness Anchor Standards for Writing**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.PK- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
STANDARD / CONCEPT / SKILL	W.PK- 12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <u>Alliance to Save Energy</u> Capstone Project
STANDARD / CONCEPT / SKILL	W.PK- 12.6.	Use technology to produce and publish writing and to interact and collaborate with others. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career

**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.PK- 12.7.	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
STANDARD / CONCEPT / SKILL	W.PK- 12.8.	When conducting research, gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
STANDARD / CONCEPT / SKILL	W.PK- 12.9.	Draw evidence from literary or informational texts to support analysis, interpretation, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation

**FOCUS /
COURSE**

W.PK-12. College and Career Readiness Anchor Standards for Writing

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	W.PK- 12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <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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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Comprehension and Collaboration
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STANDARD / CONCEPT / SKILL	SL.PK- 12.1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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STANDARD / CONCEPT / SKILL	SL.PK- 12.2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.PK- 12.4.	Present information, findings, and supporting evidence such that:
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INDICATOR	SL.PK- 12.4.a.	Listeners can follow the line of reasoning. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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INDICATOR	SL.PK- 12.4.b.	The organization, development, vocabulary, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Capstone Project
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FOCUS / COURSE **SL.PK-12. College and Career Readiness Anchor Standards for Speaking and Listening**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SL.PK- 12.5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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**FOCUS /
COURSE**

L.PK-12. College and Career Readiness Anchor Standards for Language

STRAND		Vocabulary Acquisition and Use
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STANDARD / CONCEPT / SKILL	L.PK- 12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	L.PK- 12.6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**FOCUS /
COURSE**

RI.11-12. Grades 11–12 Reading Standards for Informational Text [RI]

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RI.11- 12.1.	Cite strong and thorough textual evidence to support analysis of what a text states explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.11- 12.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RI.11- 12.3.	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RI.11-12. Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Craft and Structure
STANDARD / CONCEPT / SKILL	RI.11- 12.4.	Determine the meaning(s) of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines or revises the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10). (See grades 11–12 Language Standards 4–6 on applying knowledge of vocabulary to reading.) <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **RI.11-12. Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RI.11- 12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., charts, graphs, photographs, videos, maps) as well as in words in order to address a question or solve a problem. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Capstone Project Family Presentation Staff Presentation

FOCUS / COURSE **RI.11-12. Grades 11–12 Reading Standards for Informational Text [RI]**

STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RI.11- 12.10.	Independently and proficiently read and comprehend literary nonfiction representing a variety of genres, cultures, and perspectives and exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.11- 12.2.	Write informative/explanatory texts (e.g., essays, oral reports, biographical feature articles) to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

INDICATOR	W.11-12.2.a.	<p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><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</p>
INDICATOR	W.11-12.2.b.	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
INDICATOR	W.11-12.2.c.	<p>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.</p> <p><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</p>
INDICATOR	W.11-12.2.d.	<p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><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</p>
INDICATOR	W.11-12.2.f.	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><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</p>

FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	W.11-12.3.	Write narratives to develop experiences or events using effective literary techniques, well-chosen details, and well-structured sequences.

INDICATOR	W.11-12.3.b.	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

INDICATOR	W.11-12.5.b.	Demonstrate the ability to select accurate vocabulary appropriate for audience, purpose, and style (as described in Language Standards 4–6 up to and including grades 11–12). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	W.11-12.6.	Use technology, including current web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career

FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	W.11-12.7.	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
STANDARD / CONCEPT / SKILL	W.11-12.8.	<p>When conducting research, 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.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
STANDARD / CONCEPT / SKILL	W.11-12.9.	<p>Draw evidence from literary or informational texts to support written analysis, interpretation, reflection, and research, applying one or more grades 11–12 standards for Reading Literature or Reading Informational Text as needed.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation</p>

FOCUS / COURSE **W.11-12. Grades 11–12 Writing Standards [W]**

STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	W.11-12.10.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><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</p>

FOCUS / COURSE **SL.11-12. Grades 11–12 Speaking and Listening Standards [SL]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SL.11-12.1.	<p>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</p>

INDICATOR	SL.11-12.1.a.	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Literature Standard 1 and Reading Informational Text Standard 1 for specific expectations regarding the use of textual evidence.)</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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INDICATOR	SL.11-12.1.b.	<p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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FOCUS / COURSE SL.11-12. Grades 11–12 Speaking and Listening Standards [SL]

STRAND		Presentation of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	SL.11-12.4.	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks. (See grades 11–12 Language Standards 4–6 for specific expectations regarding vocabulary.)</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
STANDARD / CONCEPT / SKILL	SL.11-12.5.	<p>Make strategic use of digital media (e.g., audio, visual, interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation</p>

FOCUS / COURSE L.11-12. Grades 11–12 Language [L]

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

INDICATOR	L.11-12.4.a.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
INDICATOR	L.11-12.4.d.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA-H.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA-H.11-12.1.	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA-H.11-12.2.	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA-H.11-12.3.	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where a text leaves matters uncertain. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA-H.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Craft and Structure

STANDARD / CONCEPT / SKILL	RCA- H.11-12.4.	Determine the meaning of general academic and domain-specific words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA- H.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RCA- H.11-12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem. <u>Alliance to Save Energy</u> Capstone Project Family Presentation Staff Presentation
STANDARD / CONCEPT / SKILL	RCA- H.11-12.8.	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA- H.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: History/Social Studies [RCA-H]
STRAND		Range of Reading and Level of Text Complexity
STANDARD / CONCEPT / SKILL	RCA- H.11- 12.10.	Independently and proficiently read and comprehend history/social studies texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
FOCUS / COURSE	RCA- ST.11-12.	Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]
STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.2.	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.3.	Follow precisely a complex multi-step procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Family Presentation Poster Campaign Staff Presentation
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FOCUS / COURSE **RCA- ST.11-12. Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND	Craft and Structure
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.4.	Determine the meaning of general academic vocabulary as well as symbols, notation, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **RCA- ST.11-12. Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND	Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.7.	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. <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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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <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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FOCUS / COURSE **RCA- ST.11-12. Grades 11–12 Reading Standards for Literacy in the Content Areas: Science and Career and Technical Subjects [RCA-ST]**

STRAND		Range of Reading and Level of Text Complexity
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STANDARD / CONCEPT / SKILL	RCA- ST.11- 12.10.	Independently and proficiently read and comprehend science/technical texts exhibiting complexity appropriate for the grade/course. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **WCA.11-12. Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Text Types and Purposes
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STANDARD / CONCEPT / SKILL	WCA.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
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INDICATOR	WCA.11-12.2.a.	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include text features (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.11-12.2.b.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.11-12.2.c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas, concepts, or procedures. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATOR	WCA.11-12.2.d.	Use precise language, domain-specific vocabulary and techniques to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATOR	WCA.11-12.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
FOCUS / COURSE	WCA.11-12.	Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Production and Distribution of Writing
STANDARD / CONCEPT / SKILL	WCA.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
STANDARD / CONCEPT / SKILL	WCA.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> Capstone Project
STANDARD / CONCEPT / SKILL	WCA.11-12.6.	Use technology, including current Web-based communication platforms, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
FOCUS / COURSE	WCA.11-12.	Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]
STRAND		Research to Build and Present Knowledge

STANDARD / CONCEPT / SKILL	WCA.11- 12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STANDARD / CONCEPT / SKILL	WCA.11- 12.8.	When conducting research, gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STANDARD / CONCEPT / SKILL	WCA.11- 12.9.	Draw evidence from informational texts to support analysis, interpretation, reflection, and research. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.) <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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FOCUS / COURSE **WCA.11-12. Grades 11–12 Writing Standards for Literacy in the Content Areas [WCA]**

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	WCA.11- 12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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FOCUS / COURSE **SLCA.11-12. Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA]**

STRAND		Comprehension and Collaboration
STANDARD / CONCEPT / SKILL	SLCA.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on discipline-specific topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

INDICATOR	SLCA.11-12.1.a.	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. (See grades 11–12 Reading Standard 1 for more on the use of textual evidence.)</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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INDICATOR	SLCA.11-12.1.b.	<p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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FOCUS / COURSE **SLCA.11-12. Grades 11–12 Speaking and Listening Standards for Literacy in the Content Areas [SLCA] 12.**

STRAND		Presentation of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	SLCA.11-12.4.	<p>Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, vocabulary, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation</p>
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STANDARD / CONCEPT / SKILL	SLCA.11-12.5.	<p>Make strategic use of digital media (e.g., audio, visual, and interactive elements) in presentations to enhance understanding of findings, claims, reasoning, and evidence and to add interest.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation</p>
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Massachusetts Curriculum Frameworks
Mathematics
Grade: 3 - Adopted: 2017

FOCUS / COURSE **MA.3.OA. Operations and Algebraic Thinking**

STRAND	3.OA.A.	Represent and solve problems involving multiplication and division.
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STANDARD / CONCEPT / SKILL	3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	<p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit</p>

**FOCUS /
COURSE**

MA.3.OA. Operations and Algebraic Thinking

STRAND	3.OA.C. Multiply and divide within 100.
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STANDARD /
CONCEPT /
SKILL

3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 \div 5 = 8$) or properties of operations. By the end of grade 3, know from memory all products of two single-digit numbers and related division facts. For example, the product $4 \times 7 = 28$ has related division facts $28 \div 7 = 4$ and $28 \div 4 = 7$.

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**FOCUS /
COURSE**

MA.3.OA. Operations and Algebraic Thinking

STRAND	3.OA.D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.
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STANDARD /
CONCEPT /
SKILL

3.OA.D.8 . Solve two-step word problems using the four operations for problems posed with whole numbers and having whole number answers. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies, including rounding.

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[School Audit](#)

**FOCUS /
COURSE**

MA.3.NB Number and Operations in Base Ten

STRAND	3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.
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STANDARD / CONCEPT / SKILL	3.NBT.A. 1.	Use place value understanding to round whole numbers to the nearest 10 or 100. <u>Alliance to Save Energy</u> 3-5 Energy Audit Video
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STANDARD / CONCEPT / SKILL	3.NBT.A. 2.	Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. <u>Alliance to Save Energy</u> Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
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FOCUS / COURSE **MA.3.NF. Number and Operations—Fractions**

STRAND	3.NF.A.	Develop understanding of fractions as numbers for fractions with denominators 2, 3, 4, 6, and 8.
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STANDARD / CONCEPT / SKILL	3.NF.A.1.	Understand a fraction $\frac{1}{b}$ as the quantity formed by 1 part when a whole (a single unit) is partitioned into b equal parts; understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$. <u>Alliance to Save Energy</u> 3-5 Shower Audit Calculations
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FOCUS / COURSE **MA.3.NF. Number and Operations—Fractions**

STRAND	3.NF.A.	Develop understanding of fractions as numbers for fractions with denominators 2, 3, 4, 6, and 8.
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STANDARD / CONCEPT / SKILL	3.NF.A.3	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
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INDICATOR	3.NF.A.3. c.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. For example, express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. <u>Alliance to Save Energy</u> 3-5 Shower Audit Calculations
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FOCUS / COURSE **MA.3.MD. Measurement and Data**

STRAND	3.MD.A.	Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
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STANDARD / CONCEPT / SKILL	3.MD.A.1.	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. <u>Alliance to Save Energy</u> 3-5 Energy Audit Video
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FOCUS / COURSE **MA.4.OA. Operations and Algebraic Thinking**

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

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FOCUS / COURSE **MA.4.NB** **Number and Operations in Base Ten**
T.

STRAND	4.NBT.A	Generalize place value understanding for multi-digit whole numbers less than or equal to 1,000,000.
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STANDARD / CONCEPT / SKILL 4.NBT.A. 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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STANDARD / CONCEPT / SKILL 4.NBT.A. 3. Use place value understanding to round multi-digit whole numbers to any place.

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- [3-5 Energy Audit Video](#)

FOCUS / COURSE **MA.4.NB** **Number and Operations in Base Ten**
T.

STRAND	4.NBT.B.	Use place value understanding and properties of operations to perform multi-digit arithmetic on whole numbers less than or equal to 1,000,000.
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STANDARD / CONCEPT / SKILL 4.NBT.B. 4. Fluently add and subtract multi-digit whole numbers using the standard algorithm.

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

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STANDARD / CONCEPT / SKILL	4.NBT.B.6.	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
		<p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit</p>

FOCUS / COURSE

MA.4.NF. Number and Operations—Fractions

STRAND	4.NF.B.	Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers for fractions with denominators 2, 3, 4, 5, 6, 8, 10, 12, and 100.
STANDARD / CONCEPT / SKILL	4.NF.B.4.	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

INDICATOR	4.NF.B.4.a.	Understand a fraction a/b as a multiple of $1/b$. For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$, recording the conclusion by the equation $5/4 = 5 \times (1/4)$.
		<p><u>Alliance to Save Energy</u> 3-5 Shower Audit Calculations</p>

INDICATOR	4.NF.B.4.b.	Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$, recognizing this product as $6/5$. (In general, $n \times (a/b) = (n \times a)/b$.)
		<p><u>Alliance to Save Energy</u> 3-5 Shower Audit Calculations</p>

INDICATOR	4.NF.B.4.c.	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?
		<p><u>Alliance to Save Energy</u> 3-5 Shower Audit Calculations</p>

**Massachusetts Curriculum Frameworks
 Mathematics
 Grade: 5 - Adopted: 2017**

FOCUS / COURSE

MA.5.NB Number and Operations in Base Ten

STRAND	5.NBT.B.	Perform operations with multi-digit whole numbers and with decimals to hundredths.
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STANDARD / CONCEPT / SKILL	5.NBT.B.5.	Fluently multiply multi-digit whole numbers. (Include two-digit \times four-digit numbers and, three-digit \times three-digit numbers) using the standard algorithm.
		<p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video</p>

FOCUS / COURSE

MA.5.NF. Number and Operations—Fractions

STRAND	5.NF.A.	Use equivalent fractions as a strategy to add and subtract fractions.
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STANDARD / CONCEPT / SKILL

5.NF.A.2. Solve word problems involving addition and subtraction of fractions referring to the same whole (the whole can be a set of objects), including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $25 + 12 = 37$, by observing that $37 < 12$.

[Alliance to Save Energy](#)
3-5 Shower Audit Calculations

FOCUS / COURSE **MA.5.NF. Number and Operations—Fractions**

STRAND	5.NF.B.	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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STANDARD / CONCEPT / SKILL

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

[Alliance to Save Energy](#)
3-5 Shower Audit Calculations

FOCUS / COURSE **MA.5.NF. Number and Operations—Fractions**

STRAND	5.NF.B.	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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STANDARD / CONCEPT / SKILL	5.NF.B.4.	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.
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INDICATOR

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

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3-5 Shower Audit Calculations

INDICATOR

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

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3-5 Shower Audit Calculations

FOCUS / COURSE **MA.5.NF. Number and Operations—Fractions**

STRAND	5.NF.B.	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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STANDARD / CONCEPT / SKILL

5.NF.B.6. Solve real-world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

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3-5 Shower Audit Calculations

Massachusetts Curriculum Frameworks

Mathematics

Grade: 7 - Adopted: 2017

FOCUS / COURSE **MA.7.NS. The Number System**

STRAND	7.NS.A.	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
STANDARD / CONCEPT / SKILL	7.NS.A.2	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide integers and other rational numbers.

INDICATOR 7.NS.A.2. 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.

a.

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6-12 Shower Audit Calculations

INDICATOR 7.NS.A.2. Apply properties of operations as strategies to multiply and divide rational numbers.

c.

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6-12 Shower Audit Calculations

FOCUS / COURSE **MA.7.NS. The Number System**

STRAND	7.NS.A.	Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
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STANDARD / CONCEPT / SKILL 7.NS.A.3. Solve real-world and mathematical problems involving the four operations with integers and other rational numbers.

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6-12 Shower Audit Calculations

FOCUS / COURSE **MA.7.EE. Expressions and Equations**

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

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6-12 Shower Audit Calculations

Massachusetts Curriculum Frameworks

Mathematics

Grade: 9 - Adopted: 2017

FOCUS / COURSE **MA.CC. High School Content Standards by Conceptual Categories**

STRAND	S-ID.	Statistics and Probability Content Standards - Interpreting Categorical and Quantitative Data
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STANDARD / CONCEPT / SKILL	S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.
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INDICATOR S-ID.B.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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

FOCUS / COURSE **MA.CC. High School Content Standards by Conceptual Categories**

STRAND	S-CP.	Statistics and Probability Content Standards - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

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

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[9-12 Energy Audit Video](#)

FOCUS / COURSE **MA.AI. Model Algebra I Content Standards [AI]**

STRAND	AI.S-ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	AI.S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

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

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[9-12 Energy Audit Video](#)

FOCUS / COURSE **MA.GEO. Model Geometry Content Standards [GEO]**

STRAND	GEO.S-CP.	Statistics and Probability - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	GEO.S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

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

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[9-12 Energy Audit Video](#)

FOCUS / COURSE **MA.MI. Model Mathematics I Content Standards [MI]**

STRAND	MI.S-ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	MI.S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

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

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

FOCUS / COURSE **MA.MII. Model Mathematics II Content Standards [MII]**

STRAND	MII.S-CP.	Statistics and Probability - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	MII.S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

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

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[9-12 Energy Audit Video](#)

Massachusetts Curriculum Frameworks
Mathematics
 Grade: 10 - Adopted: 2017

FOCUS / COURSE **MA.CC. High School Content Standards by Conceptual Categories**

STRAND	S-ID.	Statistics and Probability Content Standards - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

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

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[9-12 Energy Audit Video](#)

FOCUS / COURSE **MA.CC. High School Content Standards by Conceptual Categories**

STRAND	S-CP.	Statistics and Probability Content Standards - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

INDICATOR	S-CP.A.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
		<p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video</p>

FOCUS / COURSE **MA.AI. Model Algebra I Content Standards [AI]**

STRAND	AI.S-ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	AI.S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

INDICATOR	AI.S-ID.B.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
		<p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video</p>

FOCUS / COURSE **MA.GEO. Model Geometry Content Standards [GEO]**

STRAND	GEO.S-CP.	Statistics and Probability - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	GEO.S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

INDICATOR	GEO.S-CP.A.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
		<p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video</p>

FOCUS / COURSE **MA.MI. Model Mathematics I Content Standards [MI]**

STRAND	MI.S-ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	MI.S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

INDICATOR	MI.S-ID.B.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
		<p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video</p>

FOCUS / COURSE **MA.MII. Model Mathematics II Content Standards [MII]**

STRAND	MII.S-CP.	Statistics and Probability - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	MII.S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

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

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Massachusetts Curriculum Frameworks
Mathematics
 Grade: 11 - Adopted: 2017

FOCUS / COURSE MA.CC. **High School Content Standards by Conceptual Categories**

STRAND	S-ID.	Statistics and Probability Content Standards - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

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

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FOCUS / COURSE MA.CC. **High School Content Standards by Conceptual Categories**

STRAND	S-CP.	Statistics and Probability Content Standards - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

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

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[9-12 Energy Audit Video](#)

FOCUS / COURSE MA.AI. **Model Algebra I Content Standards [AI]**

STRAND	AI.S-ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	AI.S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

INDICATOR	AI.S-ID.B.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video
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FOCUS / COURSE **MA.GEO. Model Geometry Content Standards [GEO]**

STRAND	GEO.S-CP.	Statistics and Probability - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	GEO.S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

INDICATOR	GEO.S-CP.A.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video
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FOCUS / COURSE **MA.MI. Model Mathematics I Content Standards [MI]**

STRAND	MI.S-ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	MI.S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

INDICATOR	MI.S-ID.B.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video
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FOCUS / COURSE **MA.MII. Model Mathematics II Content Standards [MII]**

STRAND	MII.S-CP.	Statistics and Probability - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	MII.S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

INDICATOR	MII.S-CP.A.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video
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FOCUS /
COURSE

MA.CC. High School Content Standards by Conceptual Categories

STRAND	S-ID.	Statistics and Probability Content Standards - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

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

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MA.CC. High School Content Standards by Conceptual Categories

STRAND	S-CP.	Statistics and Probability Content Standards - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

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

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MA.AI. Model Algebra I Content Standards [AI]

STRAND	AI.S-ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	AI.S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

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

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COURSE

MA.GEO. Model Geometry Content Standards [GEO]

STRAND	GEO.S-CP.	Statistics and Probability - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	GEO.S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

INDICATOR	GEO.S-CP.A.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
		<p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video</p>

FOCUS / COURSE **MA.MI. Model Mathematics I Content Standards [MI]**

STRAND	MI.S-ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPT / SKILL	MI.S-ID.B.	Summarize, represent, and interpret data on two categorical and quantitative variables.

INDICATOR	MI.S-ID.B.5.	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
		<p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video</p>

FOCUS / COURSE **MA.MII. Model Mathematics II Content Standards [MII]**

STRAND	MII.S-CP.	Statistics and Probability - Conditional Probability and the Rules of Probability
STANDARD / CONCEPT / SKILL	MII.S-CP.A.	Understand independence and conditional probability and use them to interpret data from simulations or experiments.

INDICATOR	MII.S-CP.A.4.	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
		<p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video</p>

Massachusetts Curriculum Frameworks
Science
Grade: K - Adopted: 2016

FOCUS / COURSE **MA.K-ESS. Kindergarten: Earth and Space Sciences**

STRAND	ESS2.	Earth's Systems
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STANDARD / CONCEPT / SKILL	K-ESS2-2.	Construct an argument supported by evidence for how plants and animals (including humans) can change the environment
		<p><u>Alliance to Save Energy</u> What is Sustainability? (Home) What is Sustainability? (School)</p>

FOCUS / COURSE **MA.K-ESS. Kindergarten: Earth and Space Sciences**

STRAND	ESS3.	Earth and Human Activity
STANDARD / CONCEPT / SKILL	K-ESS3-3.	Communicate solutions to reduce the amount of natural resources an individual uses. <u>Alliance to Save Energy</u> 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) 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)

FOCUS / COURSE **MA.K-PS. Kindergarten: Physical Science**

STRAND	PS3.	Energy
STANDARD / CONCEPT / SKILL	K-PS3-1.	Make observations to determine that sunlight warms materials on Earth's surface. <u>Alliance to Save Energy</u> How Is Energy Made? (Home) How Is Energy Made? (School)
STANDARD / CONCEPT / SKILL	K-PS3-2.	Use tools and materials to design and build a model of 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)

**Massachusetts Curriculum Frameworks
Science
Grade: 1 - Adopted: 2016**

FOCUS / COURSE **MA.1-PS. Grade 1: Physical Science**

STRAND	PS4.	Waves and Their Applications in Technologies for Information Transfer
STANDARD / CONCEPT / SKILL	1-PS4-3.	Conduct an investigation to determine the effect of placing materials that allow light to pass through them, allow only some light through them, block all the light, or redirect light when put in the path of a beam of light. <u>Alliance to Save Energy</u> How Is Energy Made? (Home) How Is Energy Made? (School)

**Massachusetts Curriculum Frameworks
Science
Grade: 2 - Adopted: 2016**

FOCUS / COURSE **MA.2-ESS. Grade 2: Earth and Space Sciences**

STRAND	ESS2.	Earth's Systems
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STANDARD / CONCEPT / SKILL 2-ESS2-3. Use examples obtained from informational sources to explain that water is found in the ocean, rivers and streams, lakes and ponds, and may be solid or liquid.

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

**Massachusetts Curriculum Frameworks
 Science
 Grade: 3 - Adopted: 2016**

FOCUS / COURSE **MA.3-ESS.** **Grade 3: Earth and Space Sciences**

STRAND	ESS2.	Earth's Systems
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STANDARD / CONCEPT / SKILL 3-ESS2-2. Obtain and summarize information about the climate of different regions of the world to illustrate that typical weather conditions over a year vary by region.

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

**Massachusetts Curriculum Frameworks
 Science
 Grade: 4 - Adopted: 2016**

FOCUS / COURSE **MA.4-ESS.** **Grade 4: Earth and Space Sciences**

STRAND	ESS3.	Earth and Human Activity
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STANDARD / CONCEPT / SKILL 4-ESS3-1. Obtain information to describe that energy and fuels humans use are derived from natural resources and that some energy and fuel sources are renewable and some are not.

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

FOCUS / COURSE **MA.4-PS. Physical Science**

STRAND	PS3.	Energy
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STANDARD / CONCEPT / SKILL 4-PS3-2. Make observations to show that energy can be transferred from place to place by sound, light, heat, and electric currents.

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

STANDARD / CONCEPT / SKILL 4-PS3-4. Apply scientific principles of energy and motion to test and refine a device that converts kinetic energy to electrical energy or uses stored energy to cause motion or produce light or sound.

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

Massachusetts Curriculum Frameworks
Science
 Grade: 5 - Adopted: 2016

FOCUS / COURSE MA.5-ESS. **Grade 5: Earth and Space Sciences**

STRAND	ESS3.	Earth and Human Activity
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STANDARD / CONCEPT / SKILL 5-ESS3-1. Obtain and combine information about ways communities reduce human impact on the Earth's resources and environment by changing an agricultural, industrial, or community practice or process.

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](#)

FOCUS / COURSE MA.5-ETS. **Grade 5: Technology/Engineering**

STRAND	ETS3.	Technological Systems
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STANDARD / CONCEPT / SKILL 5.3-5-ETS3-1(MA). Use informational text to provide examples of improvements to existing technologies (innovations) and the development of new technologies (inventions). Recognize that technology is any modification of the natural or designed world done to fulfill human needs or wants.

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

Massachusetts Curriculum Frameworks

Science

Grade: 6 - Adopted: 2010

FOCUS / COURSE **MA.RST. Reading Standards for Literacy in Science and Technical Subjects 6-8.**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RST.6-8.7.	<p>Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).</p> <p>Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project Amelia Airflow 6-8 Carbon Footprint Calculator Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign Water Awareness Posters</p>
STANDARD / CONCEPT / SKILL	RST.6-8.8.	<p>Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.</p> <p>Alliance to Save Energy 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design</p>

FOCUS / COURSE **MA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WHST.6-8.2.	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>
INDICATOR	WHST.6-8.2(a)	<p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p>Alliance to Save Energy 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation</p>
INDICATOR	WHST.6-8.2(b)	<p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p>Alliance to Save Energy 6-8 My Future Green Career Amelia Airflow 6-8</p>

INDICATOR	WHST.6-8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(e)	Establish and maintain a formal style and objective tone. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8

FOCUS / COURSE **MA.WHS T.6-8. Writing Standards for Literacy in Science and Technical Subjects**

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

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

STRAND	Range of Writing
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STANDARD / CONCEPT / SKILL	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
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Alliance to Save Energy

3-8 Custodial Presentation & Pledge
 6-12 Final Presentation & Peer Performance
 6-8 Explore Renewables Energy Poster Project
 6-8 My Future Green Career
 Amelia Airflow 6-8
 Assembly Announcement
 Family Presentation
 My Future Green Career Presentation
 Net Zero School Design
 Staff Presentation

Massachusetts Curriculum Frameworks

Science

Grade: 7 - Adopted: 2016

FOCUS / COURSE	MA.7- ESS.	Grade 7: Earth and Space Sciences
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STRAND	ESS3.	Earth and Human Activity
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STANDARD / CONCEPT / SKILL	7.MS- ESS3-4.	Construct an argument supported by evidence that human activities and technologies can mitigate the impact of increases in human population and per capita consumption of natural resources 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 Energy Poster Project
 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

FOCUS / COURSE	MA.7-LS. Grade 7: Life Science
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STRAND	LS2.	Ecosystems: Interactions, Energy, and Dynamics
STANDARD / CONCEPT / SKILL	7.MS- LS2-4.	Analyze data to provide evidence that disruptions (natural or human-made) to any physical or biological component of an ecosystem can lead to shifts in all its populations. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Basics Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation

STANDARD / CONCEPT / SKILL	7.MS- LS2-5.	Evaluate competing design solutions for protecting an ecosystem. Discuss benefits and limitations of each design. <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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FOCUS / COURSE **MA.7-PS. Grade 7: Physical Science**

STRAND	PS2.	Motion and Stability: Forces and Interactions
STANDARD / CONCEPT / SKILL	7.MS- PS2-3.	Analyze data to describe the effect of distance and magnitude of electric charge on the strength of electric forces. <u>Alliance to Save Energy</u> 6-8 Energy Audit Video 6-8 Energy Basics Video

FOCUS / COURSE **MA.7-PS. Grade 7: Physical Science**

STRAND	PS3.	Energy
STANDARD / CONCEPT / SKILL	7.MS- PS3- 7(MA).	Use informational text to describe the relationship between kinetic and potential energy and illustrate conversions from one form to another. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Video

FOCUS / COURSE **MA.7-ETS. Grade 7: Technology/Engineering**

STRAND	ETS3.	Technological Systems
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STANDARD / CONCEPT / SKILL	7.MS- ETS3- 4(MA).	Show how the components of a structural system work together to serve a structural function. Provide examples of physical structures and relate their design to their intended use. <u>Alliance to Save Energy</u> Amelia Airflow 6-8 Mr. BTU 6-8 Net Zero School Design
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Grade: 7 - Adopted: 2010

FOCUS / COURSE **MA.RST. Reading Standards for Literacy in Science and Technical Subjects 6-8.**

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

STANDARD / CONCEPT / SKILL	RST.6- 8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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FOCUS / COURSE **MA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

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

INDICATOR	WHST.6- 8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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INDICATOR	WHST.6-8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(e)	Establish and maintain a formal style and objective tone. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
FOCUS / COURSE	MA.WHS T.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STRAND		Production and Distribution of Writing

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

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

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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**Massachusetts Curriculum Frameworks
Science
Grade: 8 - Adopted: 2016**

FOCUS / COURSE **MA.8-ESS. Grade 8: Earth and Space Sciences**

STRAND	ESS3.	Earth and Human Activity
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STANDARD / CONCEPT / SKILL	8.MS- ESS3-1.	Analyze and interpret data to explain that the Earth's mineral and fossil fuel resources are unevenly distributed as a result of geologic processes. <u>Alliance to Save Energy</u> 6-8 Climate Video 6-8 Energy Basics Video 6-8 Explore Renewables Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation
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STANDARD / CONCEPT / SKILL	8.MS- ESS3-5.	Examine and interpret data to describe the role that human activities have played in causing 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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Grade: 8 - Adopted: 2010

FOCUS / COURSE **MA.RST. Reading Standards for Literacy in Science and Technical Subjects 6-8.**

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

STANDARD / CONCEPT / SKILL	RST.6- 8.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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FOCUS / COURSE **MA.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

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

INDICATOR	WHST.6- 8.2(a)	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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INDICATOR	WHST.6-8.2(b)	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(c)	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(e)	Establish and maintain a formal style and objective tone. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
INDICATOR	WHST.6-8.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
FOCUS / COURSE	MA.WHS T.6-8.	Writing Standards for Literacy in Science and Technical Subjects
STRAND		Production and Distribution of Writing

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

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

STRAND		Range of Writing
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STANDARD / CONCEPT / SKILL	WHST.6- 8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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Massachusetts Curriculum Frameworks
Science
Grade: 9 - Adopted: 2016

FOCUS / COURSE **MA.HS-ESS. High School Earth and Space Science**

STRAND	ESS2.	Earth's Systems
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STANDARD / CONCEPT / SKILL	HS- ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's hydrosphere 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 / CONCEPT / SKILL	HS- ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems over different time scales result in changes in climate. Analyze and interpret data to explain that long-term changes in Earth's tilt and orbit result in cycles of climate change such as Ice Ages. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator
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STANDARD / CONCEPT / SKILL	HS- ESS2-5.	Describe how the chemical and physical properties of water are important in mechanical and chemical mechanisms that affect Earth materials and surface processes. <u>Alliance to Save Energy</u> 9-12 Climate Video
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STANDARD / CONCEPT / SKILL	HS- ESS2-6.	Use a model to describe cycling of carbon through the ocean, atmosphere, soil, and biosphere and how increases in carbon dioxide concentrations due to human activity have resulted in atmospheric and climate changes. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator
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FOCUS / COURSE **MA.HS-ESS.** **High School Earth and Space Science**

STRAND	ESS3.	Earth and Human Activity
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STANDARD / CONCEPT / SKILL	HS- ESS3-1.	Construct an explanation based on evidence for how the availability of key natural resources and changes due to variations in climate have influenced human activity. <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 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
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STANDARD / CONCEPT / SKILL	HS- ESS3-2.	Evaluate competing design solutions for minimizing impacts of developing and using energy and mineral resources, and conserving and recycling those resources, based on economic, social, and environmental cost-benefit ratios.
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Alliance to Save Energy

6-12 Final Presentation & Peer Performance

9-12 Carbon Rank Competition

9-12 Climate Video

9-12 Custodial Presentation & Pledge

9-12 Energy Audit Video

9-12 Energy Basics Video

9-12 Environmental Justice Video

9-12 Explore Renewables Video

9-12 Green Your Career Video

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

Poster Campaign

School Audit

Shutdown Reminders

Staff Presentation

Water Awareness Posters

Water Saving Awareness

STANDARD / CONCEPT / SKILL	HS- ESS3-3.	<p>Illustrate relationships among management of natural resources, the sustainability of human populations, and 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 Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness</p>
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STANDARD / CONCEPT / SKILL	HS- ESS3-5.	<p>Analyze results from global climate models to describe how forecasts are made of the current rate of global or regional climate change and associated future impacts to Earth systems.</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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FOCUS / COURSE **MA.HS-LS.** **High School Biology**

STRAND	LS2.	Ecosystems: Interactions, Energy, and Dynamics
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STANDARD / CONCEPT / SKILL	HS-LS2- 2.	<p>Use mathematical representations to support explanations that biotic and abiotic factors affect biodiversity, including genetic diversity within a population and species diversity within an ecosystem.</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 / CONCEPT / SKILL	HS-LS2-7.	Analyze direct and indirect effects of human activities on biodiversity and ecosystem health, specifically habitat fragmentation, introduction of non-native or invasive species, overharvesting, pollution, and climate change. Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health. <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 Calculator 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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FOCUS / COURSE **MA.HS-PS.** **High School Introductory Physics**

STRAND	PS3.	Energy
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STANDARD / CONCEPT / SKILL	HS-PS3-1.	Use algebraic expressions and the principle of energy conservation to calculate the change in energy of one component of a system when the change in energy of the other component(s) of the system, as well as the total energy of the system including any energy entering or leaving the system, is known. Identify any transformations from one form of energy to another, including thermal, kinetic, gravitational, magnetic, or electrical energy, in the system. <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 / CONCEPT / SKILL	HS-PS3-3.	Design and evaluate 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 / CONCEPT / SKILL	HS-PS3-4a.	Provide evidence that when two objects of different temperature are in thermal contact within a closed system, the transfer of thermal energy from higher temperature objects to lower-temperature objects results in thermal equilibrium, or a more uniform energy distribution among the objects and that temperature changes necessary to achieve thermal equilibrium depend on the specific heat values of the two substances. <u>Alliance to Save Energy</u> Mr. BTU 9-12 Professor Frio
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FOCUS / COURSE **MA.HS-ETS.** **High School Technology/Engineering**

STRAND	ETS1.	Engineering Design
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STANDARD /
CONCEPT /
SKILL

HS-
ETS1-1.

Analyze a major global challenge to specify a design problem that can be improved. Determine necessary qualitative and quantitative criteria and constraints for solutions, including any requirements set by society.

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6-12 Final Presentation & Peer Performance
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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 / CONCEPT / SKILL	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, aesthetics, and maintenance, as well as 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>
STANDARD / CONCEPT / SKILL	HS- ETS1-4.	<p>Use a computer simulation to model the impact of a proposed solution to a complex real-world problem that has numerous criteria and constraints on the interactions within and between systems relevant to the problem.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
FOCUS / COURSE	MA.HS- ETS.	High School Technology/Engineering
STRAND	ETS3.	Technological Systems
STANDARD / CONCEPT / SKILL	HS- ETS3- 1(MA).	<p>Model a technological system in which the output of one subsystem becomes the input to other subsystems.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio</p>
FOCUS / COURSE	MA.HS- ETS.	High School Technology/Engineering
STRAND	ETS4.	Energy and Power Technologies

STANDARD / CONCEPT / SKILL	HS- ETS4- 1(MA).	<p>Research and describe various ways that humans use energy and power systems to harness resources to accomplish tasks effectively and efficiently.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Energy Poster Project 9-12 Explore Renewables Video 9-12 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation</p>
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STANDARD / CONCEPT / SKILL	HS- ETS4- 5(MA).	<p>Explain how a machine converts energy, through mechanical means, to do work. Collect and analyze data to determine the efficiency of simple and complex machines.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video Mr. BAS</p>
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Grade: 9 - Adopted: 2010

FOCUS / COURSE **MA.RST. Reading Standards for Literacy in Science and Technical Subjects 9-10.**

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

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WHST.9-10.1.	Write arguments focused on discipline-specific content.

INDICATOR WHST.9-10.1(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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FOCUS / COURSE MA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

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

INDICATOR WHST.9-10.2(a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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 Staff Presentation

INDICATOR WHST.9-10.2(b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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 Green Future Design
 My Future Green Career Presentation
 Staff Presentation

INDICATOR WHST.9-10.2(c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Alliance to Save Energy
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 Amelia Airflow 9-12
 Capstone Project

INDICATOR	WHST.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
INDICATOR	WHST.9-10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
INDICATOR	WHST.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
FOCUS / COURSE	MA.WHS T.9-10.	Writing Standards for Literacy in Science and Technical Subjects

STRAND	Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters
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STANDARD / CONCEPT / SKILL	WHST.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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STANDARD / CONCEPT / SKILL	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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FOCUS / COURSE **MA.WHS T.9-10. Writing Standards for Literacy in Science and Technical Subjects**

STRAND	Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / CONCEPT / SKILL	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / CONCEPT / SKILL	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WHST.9- 10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation

Massachusetts Curriculum Frameworks

Science

Grade: 10 - Adopted: 2016

STRAND	ESS2.	Earth's Systems
STANDARD / CONCEPT / SKILL	HS- ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's hydrosphere can create feedbacks that cause changes to other Earth systems. <u>Alliance to Save Energy</u> 9-12 Climate Video
STANDARD / CONCEPT / SKILL	HS- ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems over different time scales result in changes in climate. Analyze and interpret data to explain that long-term changes in Earth's tilt and orbit result in cycles of climate change such as Ice Ages. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator
STANDARD / CONCEPT / SKILL	HS- ESS2-5.	Describe how the chemical and physical properties of water are important in mechanical and chemical mechanisms that affect Earth materials and surface processes. <u>Alliance to Save Energy</u> 9-12 Climate Video
STANDARD / CONCEPT / SKILL	HS- ESS2-6.	Use a model to describe cycling of carbon through the ocean, atmosphere, soil, and biosphere and how increases in carbon dioxide concentrations due to human activity have resulted in atmospheric and climate changes. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator

STRAND	ESS3.	Earth and Human Activity
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STANDARD /
CONCEPT /
SKILL

HS-
ESS3-1. Construct an explanation based on evidence for how the availability of key natural resources and changes due to variations in climate have influenced human activity.

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- 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 / CONCEPT / SKILL	HS- ESS3-2.	Evaluate competing design solutions for minimizing impacts of developing and using energy and mineral resources, and conserving and recycling those resources, based on economic, social, and environmental cost-benefit ratios.
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Alliance to Save Energy

6-12 Final Presentation & Peer Performance

9-12 Carbon Rank Competition

9-12 Climate Video

9-12 Custodial Presentation & Pledge

9-12 Energy Audit Video

9-12 Energy Basics Video

9-12 Environmental Justice Video

9-12 Explore Renewables Video

9-12 Green Your Career Video

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

Poster Campaign

School Audit

Shutdown Reminders

Staff Presentation

Water Awareness Posters

Water Saving Awareness

STANDARD / CONCEPT / SKILL	HS- ESS3-3.	<p>Illustrate relationships among management of natural resources, the sustainability of human populations, and 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 Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness</p>
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STANDARD / CONCEPT / SKILL	HS- ESS3-5.	<p>Analyze results from global climate models to describe how forecasts are made of the current rate of global or regional climate change and associated future impacts to Earth systems.</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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FOCUS / COURSE **MA.HS-LS.** **High School Biology**

STRAND	LS2.	Ecosystems: Interactions, Energy, and Dynamics
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STANDARD / CONCEPT / SKILL	HS-LS2- 2.	<p>Use mathematical representations to support explanations that biotic and abiotic factors affect biodiversity, including genetic diversity within a population and species diversity within an ecosystem.</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 / CONCEPT / SKILL	HS-LS2- 7.	Analyze direct and indirect effects of human activities on biodiversity and ecosystem health, specifically habitat fragmentation, introduction of non-native or invasive species, overharvesting, pollution, and climate change. Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health. <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 Calculator 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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FOCUS / COURSE **MA.HS-PS.** **High School Chemistry**

STRAND	PS1.	Matter and Its Interactions
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STANDARD / CONCEPT / SKILL	HS-PS1- 2.	Use the periodic table model to predict and design simple reactions that result in two main classes of binary compounds, ionic and molecular. Develop an explanation based on given observational data and the electronegativity model about the relative strengths of ionic or covalent bonds. <u>Alliance to Save Energy</u> 9-12 Climate Video
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FOCUS / COURSE **MA.HS-PS.** **High School Introductory Physics**

STRAND	PS3.	Energy
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STANDARD / CONCEPT / SKILL	HS-PS3- 1.	Use algebraic expressions and the principle of energy conservation to calculate the change in energy of one component of a system when the change in energy of the other component(s) of the system, as well as the total energy of the system including any energy entering or leaving the system, is known. Identify any transformations from one form of energy to another, including thermal, kinetic, gravitational, magnetic, or electrical energy, in the system. <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 / CONCEPT / SKILL	HS-PS3- 3.	Design and evaluate 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 / CONCEPT / SKILL	HS-PS3-4a.	Provide evidence that when two objects of different temperature are in thermal contact within a closed system, the transfer of thermal energy from higher temperature objects to lower-temperature objects results in thermal equilibrium, or a more uniform energy distribution among the objects and that temperature changes necessary to achieve thermal equilibrium depend on the specific heat values of the two substances.
		<p><u>Alliance to Save Energy</u> Mr. BTU 9-12 Professor Frio</p>

FOCUS / COURSE **MA.HS-ETS.** **High School Technology/Engineering**

STRAND	ETS1.	Engineering Design
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STANDARD / CONCEPT / SKILL	HS-ETS1-1.	<p>Analyze a major global challenge to specify a design problem that can be improved. Determine necessary qualitative and quantitative criteria and constraints for solutions, including any requirements set by society.</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 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>
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STANDARD / CONCEPT / SKILL	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, aesthetics, and maintenance, as well as 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>
STANDARD / CONCEPT / SKILL	HS- ETS1-4.	<p>Use a computer simulation to model the impact of a proposed solution to a complex real-world problem that has numerous criteria and constraints on the interactions within and between systems relevant to the problem.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
FOCUS / COURSE	MA.HS- ETS.	High School Technology/Engineering
STRAND	ETS3.	Technological Systems
STANDARD / CONCEPT / SKILL	HS- ETS3- 1(MA).	<p>Model a technological system in which the output of one subsystem becomes the input to other subsystems.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio</p>
FOCUS / COURSE	MA.HS- ETS.	High School Technology/Engineering
STRAND	ETS4.	Energy and Power Technologies

STANDARD / CONCEPT / SKILL	HS- ETS4- 1(MA).	<p>Research and describe various ways that humans use energy and power systems to harness resources to accomplish tasks effectively and efficiently.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Energy Poster Project 9-12 Explore Renewables Video 9-12 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation</p>
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STANDARD / CONCEPT / SKILL	HS- ETS4- 5(MA).	<p>Explain how a machine converts energy, through mechanical means, to do work. Collect and analyze data to determine the efficiency of simple and complex machines.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video Mr. BAS</p>
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Grade: 10 - Adopted: 2010

FOCUS / COURSE **MA.RST. Reading Standards for Literacy in Science and Technical Subjects 9-10.**

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

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WHST.9-10.1.	Write arguments focused on discipline-specific content.

INDICATOR WHST.9-10.1(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Alliance to Save Energy
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 Amelia Airflow 9-12
 Capstone Project

FOCUS / COURSE MA.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

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

INDICATOR WHST.9-10.2(a) Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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 Family Presentation
 Green Future Design
 My Future Green Career Presentation
 Staff Presentation

INDICATOR WHST.9-10.2(b) Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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 Family Presentation
 Green Future Design
 My Future Green Career Presentation
 Staff Presentation

INDICATOR WHST.9-10.2(c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.

Alliance to Save Energy
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 Amelia Airflow 9-12
 Capstone Project

INDICATOR	WHST.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
INDICATOR	WHST.9-10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
INDICATOR	WHST.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
FOCUS / COURSE	MA.WHS T.9-10.	Writing Standards for Literacy in Science and Technical Subjects

STRAND	Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters
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STANDARD / CONCEPT / SKILL	WHST.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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STANDARD / CONCEPT / SKILL	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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FOCUS / COURSE **MA.WHS T.9-10. Writing Standards for Literacy in Science and Technical Subjects**

STRAND	Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / CONCEPT / SKILL	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / CONCEPT / SKILL	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STRAND		Range of Writing
STANDARD / CONCEPT / SKILL	WHST.9-10.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation

Massachusetts Curriculum Frameworks

Science

Grade: 11 - Adopted: 2016

STRAND	ESS2.	Earth's Systems
STANDARD / CONCEPT / SKILL	HS-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's hydrosphere can create feedbacks that cause changes to other Earth systems. Alliance to Save Energy 9-12 Climate Video
STANDARD / CONCEPT / SKILL	HS-ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems over different time scales result in changes in climate. Analyze and interpret data to explain that long-term changes in Earth's tilt and orbit result in cycles of climate change such as Ice Ages. Alliance to Save Energy 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator
STANDARD / CONCEPT / SKILL	HS-ESS2-5.	Describe how the chemical and physical properties of water are important in mechanical and chemical mechanisms that affect Earth materials and surface processes. Alliance to Save Energy 9-12 Climate Video
STANDARD / CONCEPT / SKILL	HS-ESS2-6.	Use a model to describe cycling of carbon through the ocean, atmosphere, soil, and biosphere and how increases in carbon dioxide concentrations due to human activity have resulted in atmospheric and climate changes. Alliance to Save Energy 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator

STRAND	ESS3.	Earth and Human Activity
STANDARD / CONCEPT / SKILL	HS- ESS3-1.	<p>Construct an explanation based on evidence for how the availability of key natural resources and changes due to variations in climate have influenced 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 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 / CONCEPT / SKILL	HS- ESS3-2.	Evaluate competing design solutions for minimizing impacts of developing and using energy and mineral resources, and conserving and recycling those resources, based on economic, social, and environmental cost-benefit ratios.
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Alliance to Save Energy

6-12 Final Presentation & Peer Performance

9-12 Carbon Rank Competition

9-12 Climate Video

9-12 Custodial Presentation & Pledge

9-12 Energy Audit Video

9-12 Energy Basics Video

9-12 Environmental Justice Video

9-12 Explore Renewables Video

9-12 Green Your Career Video

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

Poster Campaign

School Audit

Shutdown Reminders

Staff Presentation

Water Awareness Posters

Water Saving Awareness

STANDARD / CONCEPT / SKILL	HS- ESS3-3.	<p>Illustrate relationships among management of natural resources, the sustainability of human populations, and biodiversity.</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 / CONCEPT / SKILL	HS- ESS3-5.	<p>Analyze results from global climate models to describe how forecasts are made of the current rate of global or regional climate change and associated future impacts to Earth systems.</p> <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>
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FOCUS / COURSE **MA.HS-LS.** **High School Biology**

STRAND	LS2.	Ecosystems: Interactions, Energy, and Dynamics
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STANDARD / CONCEPT / SKILL	HS-LS2- 2.	<p>Use mathematical representations to support explanations that biotic and abiotic factors affect biodiversity, including genetic diversity within a population and species diversity within an ecosystem.</p> <p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Green Your Career Video</p>
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STANDARD / CONCEPT / SKILL	HS-LS2- 7.	Analyze direct and indirect effects of human activities on biodiversity and ecosystem health, specifically habitat fragmentation, introduction of non-native or invasive species, overharvesting, pollution, and climate change. Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health. <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 Calculator 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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FOCUS / COURSE **MA.HS-PS.** **High School Chemistry**

STRAND	PS1.	Matter and Its Interactions
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STANDARD / CONCEPT / SKILL	HS-PS1- 2.	Use the periodic table model to predict and design simple reactions that result in two main classes of binary compounds, ionic and molecular. Develop an explanation based on given observational data and the electronegativity model about the relative strengths of ionic or covalent bonds.
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Alliance to Save Energy
9-12 Climate Video

FOCUS / COURSE **MA.HS-PS.** **High School Introductory Physics**

STRAND	PS3.	Energy
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STANDARD / CONCEPT / SKILL	HS-PS3- 1.	Use algebraic expressions and the principle of energy conservation to calculate the change in energy of one component of a system when the change in energy of the other component(s) of the system, as well as the total energy of the system including any energy entering or leaving the system, is known. Identify any transformations from one form of energy to another, including thermal, kinetic, gravitational, magnetic, or electrical energy, in the system.
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Alliance to Save Energy
9-12 Energy Audit Video
9-12 Energy Basics Video
9-12 Explore Renewables Video

STANDARD / CONCEPT / SKILL	HS-PS3- 3.	Design and evaluate a device that works within given constraints to convert one form of energy into another form of energy.
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Alliance to Save Energy
9-12 Explore Renewables Video

STANDARD / CONCEPT / SKILL	HS-PS3-4a.	Provide evidence that when two objects of different temperature are in thermal contact within a closed system, the transfer of thermal energy from higher temperature objects to lower-temperature objects results in thermal equilibrium, or a more uniform energy distribution among the objects and that temperature changes necessary to achieve thermal equilibrium depend on the specific heat values of the two substances.
		<p><u>Alliance to Save Energy</u> Mr. BTU 9-12 Professor Frio</p>

FOCUS / COURSE **MA.HS-ETS.** **High School Technology/Engineering**

STRAND	ETS1.	Engineering Design
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STANDARD / CONCEPT / SKILL	HS-ETS1-1.	<p>Analyze a major global challenge to specify a design problem that can be improved. Determine necessary qualitative and quantitative criteria and constraints for solutions, including any requirements set by society.</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 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>
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STANDARD / CONCEPT / SKILL	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, aesthetics, and maintenance, as well as 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>
STANDARD / CONCEPT / SKILL	HS- ETS1-4.	<p>Use a computer simulation to model the impact of a proposed solution to a complex real-world problem that has numerous criteria and constraints on the interactions within and between systems relevant to the problem.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
FOCUS / COURSE	MA.HS- ETS.	High School Technology/Engineering
STRAND	ETS3.	Technological Systems
STANDARD / CONCEPT / SKILL	HS- ETS3- 1(MA).	<p>Model a technological system in which the output of one subsystem becomes the input to other subsystems.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio</p>
FOCUS / COURSE	MA.HS- ETS.	High School Technology/Engineering
STRAND	ETS4.	Energy and Power Technologies

STANDARD / CONCEPT / SKILL	HS- ETS4- 1(MA).	<p>Research and describe various ways that humans use energy and power systems to harness resources to accomplish tasks effectively and efficiently.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Energy Poster Project 9-12 Explore Renewables Video 9-12 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation</p>
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STANDARD / CONCEPT / SKILL	HS- ETS4- 5(MA).	<p>Explain how a machine converts energy, through mechanical means, to do work. Collect and analyze data to determine the efficiency of simple and complex machines.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video Mr. BAS</p>
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Grade: 11 - Adopted: 2010

FOCUS / COURSE **MA.RST. Reading Standards for Literacy in Science and Technical Subjects 11-12.**

STRAND		Key Ideas and Details
STANDARD / CONCEPT / SKILL	RST.11- 12.1.	<p>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>

FOCUS / COURSE **MA.RST. Reading Standards for Literacy in Science and Technical Subjects 11-12.**

STRAND		Integration of Knowledge and Ideas
STANDARD / CONCEPT / SKILL	RST.11- 12.7.	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>

STANDARD / CONCEPT / SKILL	RST.11- 12.8.	<p>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Green Future Design HVAC Audit Home Energy Audit Lighting Audit School Audit</p>
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STANDARD / CONCEPT / SKILL	RST.11- 12.9.	<p>Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters</p>
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FOCUS / COURSE **MA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.**

STRAND	Text Types and Purposes	
STANDARD / CONCEPT / SKILL	WHST.1 1-12.1.	Write arguments focused on discipline-specific content.

INDICATOR WHST.11 -12.1(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Alliance to Save Energy
9-12 My Future Green Career
Amelia Airflow 9-12
Capstone Project

FOCUS / COURSE MA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR WHST.11 -12.2(a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

INDICATOR WHST.11 -12.2(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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

INDICATOR WHST.11 -12.2(c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

Alliance to Save Energy
9-12 My Future Green Career
Amelia Airflow 9-12
Capstone Project

INDICATOR	WHST.11 -12.2(d)	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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INDICATOR	WHST.11 -12.2(e)	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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FOCUS / COURSE **MA.WHS T.11-12. Writing Standards for Literacy in Science and Technical Subjects**

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

STRAND	Research to Build and Present Knowledge
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STANDARD / CONCEPT / SKILL	WHST.11 -12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / CONCEPT / SKILL	WHST.11 -12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / CONCEPT / SKILL	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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FOCUS / COURSE **MA.WHS T.11-12.** **Writing Standards for Literacy in Science and Technical Subjects**

STRAND	Range of Writing
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STANDARD / CONCEPT / SKILL	WHST.11 -12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 My Future Green Career</p> <p>Amelia Airflow 9-12</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>My Future Green Career Presentation</p> <p>Staff Presentation</p>

Massachusetts Curriculum Frameworks
Science
Grade: **12** - Adopted: **2016**

FOCUS / COURSE **MA.HS-ESS.** **High School Earth and Space Science**

STRAND	ESS2.	Earth's Systems
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STANDARD / CONCEPT / SKILL	HS- ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's hydrosphere can create feedbacks that cause changes to other Earth systems.
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Alliance to Save Energy
9-12 Climate Video

STANDARD / CONCEPT / SKILL	HS- ESS2-4.	Use a model to describe how variations in the flow of energy into and out of Earth's systems over different time scales result in changes in climate. Analyze and interpret data to explain that long-term changes in Earth's tilt and orbit result in cycles of climate change such as Ice Ages.
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Alliance to Save Energy
9-12 Climate Video
9-12 Energy Basics Video
9-12 Explore Renewables Video
Carbon Footprint Calculator

STANDARD / CONCEPT / SKILL	HS- ESS2-5.	Describe how the chemical and physical properties of water are important in mechanical and chemical mechanisms that affect Earth materials and surface processes.
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Alliance to Save Energy
9-12 Climate Video

STANDARD / CONCEPT / SKILL	HS- ESS2-6.	Use a model to describe cycling of carbon through the ocean, atmosphere, soil, and biosphere and how increases in carbon dioxide concentrations due to human activity have resulted in atmospheric and climate changes.
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Alliance to Save Energy
9-12 Climate Video
9-12 Energy Basics Video
9-12 Explore Renewables Video
Carbon Footprint Calculator

FOCUS / COURSE **MA.HS-ESS.** **High School Earth and Space Science**

STRAND	ESS3.	Earth and Human Activity
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STANDARD / CONCEPT / SKILL	HS- ESS3-1.	Construct an explanation based on evidence for how the availability of key natural resources and changes due to variations 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
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

STANDARD / CONCEPT / SKILL	HS- ESS3-2.	Evaluate competing design solutions for minimizing impacts of developing and using energy and mineral resources, and conserving and recycling those resources, based on economic, social, and environmental cost-benefit ratios.
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Alliance to Save Energy

6-12 Final Presentation & Peer Performance

9-12 Carbon Rank Competition

9-12 Climate Video

9-12 Custodial Presentation & Pledge

9-12 Energy Audit Video

9-12 Energy Basics Video

9-12 Environmental Justice Video

9-12 Explore Renewables Video

9-12 Green Your Career Video

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

Poster Campaign

School Audit

Shutdown Reminders

Staff Presentation

Water Awareness Posters

Water Saving Awareness

STANDARD / CONCEPT / SKILL	HS- ESS3-3.	<p>Illustrate relationships among management of natural resources, the sustainability of human populations, and 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 Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness</p>
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STANDARD / CONCEPT / SKILL	HS- ESS3-5.	<p>Analyze results from global climate models to describe how forecasts are made of the current rate of global or regional climate change and associated future impacts to Earth systems.</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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FOCUS / COURSE	MA.HS- LS.	High School Biology
STRAND	LS2.	Ecosystems: Interactions, Energy, and Dynamics

STANDARD / CONCEPT / SKILL	HS-LS2- 2.	<p>Use mathematical representations to support explanations that biotic and abiotic factors affect biodiversity, including genetic diversity within a population and species diversity within an ecosystem.</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 / CONCEPT / SKILL	HS-LS2- 7.	Analyze direct and indirect effects of human activities on biodiversity and ecosystem health, specifically habitat fragmentation, introduction of non-native or invasive species, overharvesting, pollution, and climate change. Evaluate and refine a solution for reducing the impacts of human activities on biodiversity and ecosystem health. <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 Calculator 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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FOCUS / COURSE **MA.HS-PS.** **High School Chemistry**

STRAND	PS1.	Matter and Its Interactions
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STANDARD /
CONCEPT /
SKILL

HS-PS1-
2.

Use the periodic table model to predict and design simple reactions that result in two main classes of binary compounds, ionic and molecular. Develop an explanation based on given observational data and the electronegativity model about the relative strengths of ionic or covalent bonds.

Alliance to Save Energy
9-12 Climate Video

FOCUS / COURSE **MA.HS-PS.** **High School Introductory Physics**

STRAND	PS3.	Energy
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STANDARD /
CONCEPT /
SKILL

HS-PS3-
1.

Use algebraic expressions and the principle of energy conservation to calculate the change in energy of one component of a system when the change in energy of the other component(s) of the system, as well as the total energy of the system including any energy entering or leaving the system, is known. Identify any transformations from one form of energy to another, including thermal, kinetic, gravitational, magnetic, or electrical energy, in the system.

Alliance to Save Energy
9-12 Energy Audit Video
9-12 Energy Basics Video
9-12 Explore Renewables Video

STANDARD /
CONCEPT /
SKILL

HS-PS3-
3.

Design and evaluate a device that works within given constraints to convert one form of energy into another form of energy.

Alliance to Save Energy
9-12 Explore Renewables Video

STANDARD / CONCEPT / SKILL	HS-PS3-4a.	Provide evidence that when two objects of different temperature are in thermal contact within a closed system, the transfer of thermal energy from higher temperature objects to lower-temperature objects results in thermal equilibrium, or a more uniform energy distribution among the objects and that temperature changes necessary to achieve thermal equilibrium depend on the specific heat values of the two substances.
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Alliance to Save Energy

Mr. BTU 9-12

Professor Frio

FOCUS / COURSE **MA.HS-ETS.** **High School Technology/Engineering**

STRAND	ETS1.	Engineering Design
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STANDARD / CONCEPT / SKILL	HS-ETS1-1.	Analyze a major global challenge to specify a design problem that can be improved. Determine necessary qualitative and quantitative criteria and constraints for solutions, including any requirements set by society.
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9-12 Carbon Rank Competition

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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

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Lighting Audit

Mr. BAS

Mr. BTU 9-12

My Future Green Career Presentation

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School Audit

Shutdown Reminders

Staff Presentation

Water Awareness Posters

Water Saving Awareness

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

STRAND	ETS3.	Technological Systems
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STANDARD / CONCEPT / SKILL	HS- ETS3- 1(MA).	Model a technological system in which the output of one subsystem becomes the input to other subsystems. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio
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FOCUS / COURSE **MA.HS-ETS.** **High School Technology/Engineering**

STRAND	ETS4.	Energy and Power Technologies
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STANDARD / CONCEPT / SKILL	HS- ETS4- 1(MA).	<p>Research and describe various ways that humans use energy and power systems to harness resources to accomplish tasks effectively and efficiently.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Energy Poster Project 9-12 Explore Renewables Video 9-12 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation</p>
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STANDARD / CONCEPT / SKILL	HS- ETS4- 5(MA).	<p>Explain how a machine converts energy, through mechanical means, to do work. Collect and analyze data to determine the efficiency of simple and complex machines.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video Mr. BAS</p>
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Grade: 12 - Adopted: 2010

FOCUS / COURSE **MA.RST. Reading Standards for Literacy in Science and Technical Subjects 11-12.**

STRAND		Key Ideas and Details
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STANDARD / CONCEPT / SKILL	RST.11- 12.1.	<p>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
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FOCUS / COURSE **MA.RST. Reading Standards for Literacy in Science and Technical Subjects 11-12.**

STRAND		Integration of Knowledge and Ideas
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STANDARD / CONCEPT / SKILL	RST.11- 12.7.	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
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STANDARD / CONCEPT / SKILL	RST.11- 12.8.	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Green Future Design HVAC Audit Home Energy Audit Lighting Audit School Audit
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STANDARD / CONCEPT / SKILL	RST.11- 12.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters
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FOCUS / COURSE **MA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.**

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WHST.1 1-12.1.	Write arguments focused on discipline-specific content.

INDICATOR WHST.11 -12.1(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

FOCUS / COURSE MA.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

STRAND		Text Types and Purposes
STANDARD / CONCEPT / SKILL	WHST.11-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

INDICATOR WHST.11 -12.2(a) Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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INDICATOR WHST.11 -12.2(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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INDICATOR WHST.11 -12.2(c) Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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

INDICATOR	WHST.11 -12.2(d)	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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INDICATOR	WHST.11 -12.2(e)	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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FOCUS / COURSE **MA.WHS T.11-12. Writing Standards for Literacy in Science and Technical Subjects**

STRAND	Production and Distribution of Writing
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STANDARD / CONCEPT / SKILL	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters
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STANDARD / CONCEPT / SKILL	WHST.11 -12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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STANDARD / CONCEPT / SKILL	WHST.11 -12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>		
FOCUS / COURSE	MA.WHS T.11-12.	Writing Standards for Literacy in Science and Technical Subjects
STRAND		Research to Build and Present Knowledge
STANDARD / CONCEPT / SKILL	WHST.11 -12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>		
STANDARD / CONCEPT / SKILL	WHST.11 -12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
<p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>		
STANDARD / CONCEPT / SKILL	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>		
FOCUS / COURSE	MA.WHS T.11-12.	Writing Standards for Literacy in Science and Technical Subjects
STRAND		Range of Writing

STANDARD / CONCEPT / SKILL WHST.11 -12.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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[9-12 My Future Green Career](#)
[Amelia Airflow 9-12](#)
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**Massachusetts Curriculum Frameworks
 Social Studies
 Grade: 3 - Adopted: 2018**

FOCUS / COURSE **Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12**

STRAND	1	Demonstrate civic knowledge, skills, and dispositions.
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STANDARD / CONCEPT / SKILL Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.

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

STRAND 7 Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.

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FOCUS / COURSE **Grade 3 Content Standards: Massachusetts, Home to Many Different People**

STRAND	Topic 1.	Massachusetts cities and towns today and in history – Supporting Question: How can people get involved in government?
STANDARD / CONCEPT / SKILL	3	Explain why classrooms, schools, towns, and cities have governments, what governments do, how local governments are organized in Massachusetts, and how people participate in and contribute to their communities:

INDICATOR e. people can volunteer (give their time and knowledge) to the community and neighborhood by activities such as monitoring river water quality; growing and distributing produce from a school or community garden; running errands or shoveling snow for neighbors; welcoming newcomers and helping them learn English, helping new neighbors register to vote

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FOCUS / COURSE **History and Social Science and the Standards for Literacy**

STRAND		Grade 3 Standards for Reading Informational Text [RI]
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STANDARD / CONCEPT / SKILL		Key Ideas and Details
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INDICATOR 3 Describe the relationship between a series of historical events, scientific ideas or concepts, mathematical ideas or concepts, or steps in technical procedures in a text, using language pertaining to time, sequence, or cause/effect.

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FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grade 3 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL		Comprehension and Collaboration
INDICATOR	1	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.

EXPECTATION 1.c. Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.

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FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grade 3 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL		Comprehension and Collaboration
INDICATOR	2	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

INDICATOR 3 Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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Massachusetts Curriculum Frameworks
Social Studies
 Grade: 4 - Adopted: 2018

FOCUS / COURSE

Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12

STRAND	1	Demonstrate civic knowledge, skills, and dispositions.
STANDARD / CONCEPT / SKILL		Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video

STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.
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FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grade 4 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Key Ideas and Details

INDICATOR	3	Explain events, procedures, ideas, or concepts in a historical, scientific, mathematical, or technical text, including what happened and why, based on specific information in the text.
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FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grade 4 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Craft and Structure

INDICATOR	5	Describe the overall structure of how a text presents information (e.g., chronology, comparison, cause/effect, problem/solution) on in a text or part of a text.
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FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grade 4 Standards for Reading Informational Text [RI]
STANDARD / CONCEPT / SKILL		Integration of Knowledge and Ideas

INDICATOR	7	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, timelines, animations, or interactive elements on webpages) and explain how the information contributes to an understanding of the text in which it appears.
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FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grade 4 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL		Comprehension and Collaboration

INDICATOR 3 Identify the reasons and evidence a speaker provides to support particular points.

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Massachusetts Curriculum Frameworks
Social Studies
Grade: 5 - Adopted: 2018

FOCUS / COURSE

Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12

STRAND	1	Demonstrate civic knowledge, skills, and dispositions.
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STANDARD / CONCEPT / SKILL	Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.
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[3-5 Environmental Justice Video](#)

STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.
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[3-5 Environmental Justice Video](#)

FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grade 5 Standards for Reading Informational Text [RI]
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STANDARD / CONCEPT / SKILL		Key Ideas and Details
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INDICATOR	3	Explain the relationships or interactions between two or more individuals, events, ideas, or concepts in a historical, scientific, mathematical, or technical text based on specific information in the text.
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Alliance to Save Energy
[3-5 Environmental Justice Video](#)

FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grade 5 Standards for Reading Informational Text [RI]
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STANDARD / CONCEPT / SKILL		Craft and Structure
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INDICATOR	5	Describe how an author uses one or more structures (e.g., chronology, comparison, cause/effect, problem/solution) of events, to present information in a text.
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[3-5 Environmental Justice Video](#)

FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grade 5 Speaking and Listening Standards [SL]
STANDARD / CONCEPT / SKILL		Comprehension and Collaboration

INDICATOR 3 Summarize the points a speaker makes and explain how each claim is supported by reasons and evidence.

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

**Massachusetts Curriculum Frameworks
 Social Studies
 Grade: 6 - Adopted: 2018**

FOCUS / COURSE **Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12**

STRAND	1	Demonstrate civic knowledge, skills, and dispositions.
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STANDARD / CONCEPT / SKILL Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.

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[6-8 Environmental Justice Video](#)

STRAND 7 Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.

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[6-8 Environmental Justice Video](#)

FOCUS / COURSE **History and Social Science and the Standards for Literacy**

STRAND		Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]
STANDARD / CONCEPT / SKILL		Integration of Knowledge and Ideas

INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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[6-8 Environmental Justice Video](#)

**Massachusetts Curriculum Frameworks
 Social Studies
 Grade: 7 - Adopted: 2018**

FOCUS / COURSE **Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12**

STRAND	1	Demonstrate civic knowledge, skills, and dispositions.
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STANDARD / CONCEPT / SKILL		Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
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STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
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**FOCUS /
COURSE**

History and Social Science and the Standards for Literacy

STRAND		Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]
STANDARD / CONCEPT / SKILL		Integration of Knowledge and Ideas

INDICATOR	7	Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
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**Massachusetts Curriculum Frameworks
Social Studies
Grade: 8 - Adopted: 2018**

**FOCUS /
COURSE**

Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12

STRAND	1	Demonstrate civic knowledge, skills, and dispositions.
STANDARD / CONCEPT / SKILL		Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video

STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
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**FOCUS /
COURSE**

Grade 8 Content Standards: United States and Massachusetts Government and Civic Life

STRAND	Topic 4.	Rights and responsibilities of citizens – Supporting Question: What is the role of the individual in maintaining a healthy democracy?
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STANDARD / CONCEPT / SKILL 12 Examine the role of political protest in a democracy.

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[6-8 Environmental Justice Video](#)

FOCUS / COURSE **History and Social Science and the Standards for Literacy**

STRAND		Grades 6–8 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]
STANDARD / CONCEPT / SKILL		Integration of Knowledge and Ideas

INDICATOR 7 Integrate visual information (e.g., charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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[6-8 Environmental Justice Video](#)

Massachusetts Curriculum Frameworks
Social Studies
Grade: 9 - Adopted: 2018

FOCUS / COURSE **Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12**

STRAND	1	Demonstrate civic knowledge, skills, and dispositions.
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STANDARD / CONCEPT / SKILL Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.

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STRAND 7 Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.

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FOCUS / COURSE **High School – World History I Content Standards**

STRAND	Topic 1.	Dynamic interactions among regions of the world – Supporting Question: What kinds of global connections existed among humans in the past?
STANDARD / CONCEPT / SKILL	5	Demonstrate the ability to construct graphic displays that convey information about interactions among and comparisons between societies:

INDICATOR	b.	timelines that show simultaneous relationships (e.g., the development of technologies or artistic styles in different parts of the world or the rise, interaction, and collapse of multiple kingdoms or empires) <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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FOCUS / COURSE

High School Elective – United States Government and Politics Content Standards

STRAND	Topic 2.	Purposes, principles, and institutions of government in the United States – Supporting Question: How are the founding principles reflected in contemporary debates over the role of government?
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STANDARD / CONCEPT / SKILL	9	Examine the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government, representative democracy, and popular sovereignty. Analyze and evaluate one United States Supreme Court case that addresses these principles, and make an argument orally, in writing, or in a multimedia presentation, for either the majority or dissenting opinion in the case and explain what the case demonstrates about the relationship between the branches of government. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grades 9–10 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]
STANDARD / CONCEPT / SKILL		Key Ideas and Details

INDICATOR	3	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**Massachusetts Curriculum Frameworks
Social Studies
Grade: 10 - Adopted: 2018**

FOCUS / COURSE

Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12

STRAND	1	Demonstrate civic knowledge, skills, and dispositions.
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STANDARD / CONCEPT / SKILL		Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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FOCUS / COURSE

High School – World History I Content Standards

STRAND	Topic 1.	Dynamic interactions among regions of the world – Supporting Question: What kinds of global connections existed among humans in the past?
STANDARD / CONCEPT / SKILL	5	Demonstrate the ability to construct graphic displays that convey information about interactions among and comparisons between societies:

INDICATOR b. timelines that show simultaneous relationships (e.g., the development of technologies or artistic styles in different parts of the world or the rise, interaction, and collapse of multiple kingdoms or empires)

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FOCUS / COURSE

High School Elective – United States Government and Politics Content Standards

STRAND	Topic 2.	Purposes, principles, and institutions of government in the United States – Supporting Question: How are the founding principles reflected in contemporary debates over the role of government?
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STANDARD / CONCEPT / SKILL 9 Examine the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government, representative democracy, and popular sovereignty. Analyze and evaluate one United States Supreme Court case that addresses these principles, and make an argument orally, in writing, or in a multimedia presentation, for either the majority or dissenting opinion in the case and explain what the case demonstrates about the relationship between the branches of government.

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FOCUS / COURSE

History and Social Science and the Standards for Literacy

STRAND		Grades 9–10 Reading Standards for Literacy in the Content Areas: History and Social Science [RCA-H]
STANDARD / CONCEPT / SKILL		Key Ideas and Details

INDICATOR 3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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**Massachusetts Curriculum Frameworks
 Social Studies
 Grade: 11 - Adopted: 2018**

FOCUS / COURSE

Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12

STRAND	1	Demonstrate civic knowledge, skills, and dispositions.
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STANDARD / CONCEPT / SKILL Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.

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STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.
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FOCUS / COURSE

High School – World History I Content Standards

STRAND	Topic 1.	Dynamic interactions among regions of the world – Supporting Question: What kinds of global connections existed among humans in the past?
STANDARD / CONCEPT / SKILL	5	Demonstrate the ability to construct graphic displays that convey information about interactions among and comparisons between societies:

INDICATOR	b.	timelines that show simultaneous relationships (e.g., the development of technologies or artistic styles in different parts of the world or the rise, interaction, and collapse of multiple kingdoms or empires)
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FOCUS / COURSE

High School Elective – United States Government and Politics Content Standards

STRAND	Topic 2.	Purposes, principles, and institutions of government in the United States – Supporting Question: How are the founding principles reflected in contemporary debates over the role of government?
STANDARD / CONCEPT / SKILL	9	Examine the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government, representative democracy, and popular sovereignty. Analyze and evaluate one United States Supreme Court case that addresses these principles, and make an argument orally, in writing, or in a multimedia presentation, for either the majority or dissenting opinion in the case and explain what the case demonstrates about the relationship between the branches of government.

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Massachusetts Curriculum Frameworks

Social Studies

Grade: 12 - Adopted: 2018

FOCUS / COURSE

Standards for History and Social Science Practice – Pre-Kindergarten to Grade 12

STRAND	1	Demonstrate civic knowledge, skills, and dispositions.
STANDARD / CONCEPT / SKILL		Civic dispositions encompass values, virtues, and behaviors, such as respect for others, commitment to equality, capacity for listening, and capacity for communicating in ways accessible to others.

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STRAND	7	Determine next steps and take informed action, as appropriate. One of the main goals of teaching history and the social science is to provide opportunities for students to practice using the knowledge and skills that enable them to participate in civic life. Some examples of those opportunities include: Exploring questions or problems in the form of classroom discussions, essays, research papers, and other products of research; Engaging in discourse about public policy beyond the classroom through social media, letters to the editor, oral presentations in public settings, or community service learning projects. This Standard corresponds to Writing Standards 1 and 2 and Speaking and Listening Standards 1-6 for Literacy in History and Social Science.
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FOCUS / COURSE

High School – World History I Content Standards

STRAND	Topic 1.	Dynamic interactions among regions of the world – Supporting Question: What kinds of global connections existed among humans in the past?
STANDARD / CONCEPT / SKILL	5	Demonstrate the ability to construct graphic displays that convey information about interactions among and comparisons between societies:

INDICATOR	b.	timelines that show simultaneous relationships (e.g., the development of technologies or artistic styles in different parts of the world or the rise, interaction, and collapse of multiple kingdoms or empires)
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FOCUS / COURSE

High School Elective – United States Government and Politics Content Standards

STRAND	Topic 2.	Purposes, principles, and institutions of government in the United States – Supporting Question: How are the founding principles reflected in contemporary debates over the role of government?
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STANDARD / CONCEPT / SKILL	9	Examine the constitutional principles of federalism, separation of powers among three branches of government, the system of checks and balances, republican government, representative democracy, and popular sovereignty. Analyze and evaluate one United States Supreme Court case that addresses these principles, and make an argument orally, in writing, or in a multimedia presentation, for either the majority or dissenting opinion in the case and explain what the case demonstrates about the relationship between the branches of government.
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