

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

**Minnesota Academic Standards**  
**Language Arts**  
Grade: 3 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.3.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND      3.1.5.5.      Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.

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**CONTENT STANDARD / DOMAIN**      **MN.3.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.1.10.10.	<b>By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently.</b>

INDICATORS OF PROGRESS      3.1.10.10.      Self-select texts for personal enjoyment, interest, and academic tasks.

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**CONTENT STANDARD / DOMAIN**      **MN.3.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND      3.2.1.1.      Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.

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INDICATORS OF PROGRESS / STRAND	3.2.2.2.	<p>Determine the main idea of a text; recount the key details and explain how they support the main idea.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.2. Reading Benchmarks: Informational Text K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Craft and Structure</b>	
INDICATORS OF PROGRESS / STRAND	3.2.4.4.	<p>Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.2. Reading Benchmarks: Informational Text K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Integration of Knowledge and Ideas</b>	
INDICATORS OF PROGRESS / STRAND	3.2.7.7.	<p>Use information gained from illustrations (e.g., maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  Family Presentation  Staff Presentation</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.2. Reading Benchmarks: Informational Text K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Range of Reading and Level of Text Complexity</b>	
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>3.2.10.10.</b>	<b>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently.</b>
INDICATORS OF PROGRESS	3.2.10.10. a.	<p>Self-select texts for personal enjoyment, interest, and academic tasks.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

**CONTENT STANDARD / DOMAIN**      **MN.3.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>3.3.0.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS      3.3.0.4.a.      Read on-level text with purpose and understanding.

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INDICATORS OF PROGRESS      3.3.0.4.c.      Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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 Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.3.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>3.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS      3.W.2.a.      Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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INDICATORS OF PROGRESS      3.W.2.b.      Develop the topic with facts, definitions, and details.

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 Assembly Announcement  
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 Staff Presentation

INDICATORS OF PROGRESS	3.W.2.c.	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATORS OF PROGRESS	3.W.2.d.	Provide a concluding statement or section.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.3.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>3.6.3.3.</b>	<b>Write narratives and other creative texts to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.</b>

INDICATORS OF PROGRESS	3.W.3.b.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  <b><u>Alliance to Save Energy</u></b> 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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**CONTENT STANDARD / DOMAIN**      **MN.3.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	3.6.4.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.)  <b><u>Alliance to Save Energy</u></b> 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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INDICATORS OF PROGRESS / STRAND	3.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 3 on page 41-42.)
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- Assembly Announcement
- Carbon Footprint Journal
- Staff Presentation

**CONTENT STANDARD / DOMAIN**

**MN.3.6. Writing Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	3.6.7.7.	Conduct short research projects that build knowledge about a topic.
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		3-5 My Future Green Career

INDICATORS OF PROGRESS / STRAND	3.6.8.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.
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		3-5 Explore Renewables Energy Poster Project
		3-5 My Future Green Career

**CONTENT STANDARD / DOMAIN**

**MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	3.8.1.1.	<b>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.</b>
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INDICATORS OF PROGRESS	3.8.1.1.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.
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		Poster Campaign
		Staff Presentation

INDICATORS OF PROGRESS	3.8.1.1.b.	<p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>
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INDICATORS OF PROGRESS	3.8.1.1.c.	<p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>
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INDICATORS OF PROGRESS	3.8.1.1.d.	<p>Explain their own ideas and understanding in light of the discussion.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>
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INDICATORS OF PROGRESS	3.8.1.1.e.	<p>Cooperate and compromise as appropriate for productive group discussion.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Staff Presentation</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.3.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	3.8.2.2.	<p>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.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
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INDICATORS OF PROGRESS / STRAND	3.8.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
CONTENT STANDARD / DOMAIN	MN.3.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Presentation of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	3.8.4.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
CONTENT STANDARD / DOMAIN	MN.3.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Media Literacy</b>
INDICATORS OF PROGRESS / STRAND	3.8.7.7.	<b>Distinguish among, understand, and use different types of print, digital, and multimodal media.</b>
INDICATORS OF PROGRESS	3.8.7.7.c.	Check for accuracy in pictures and images.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Family Presentation Staff Presentation
CONTENT STANDARD / DOMAIN	MN.3.8.	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Media Literacy</b>
INDICATORS OF PROGRESS / STRAND	3.8.8.8.	<b>With prompting and support, create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>

INDICATORS OF PROGRESS	3.8.8.a.	With prompting and support, critique each found image under consideration for use in a multimedia project for its appropriateness to purpose, its effectiveness in conveying the message, and its effect on the intended audience and justify its use in the project.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Family Presentation Staff Presentation
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INDICATORS OF PROGRESS	3.8.8.b.	Share the work with an audience.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Family Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.3.10 Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Knowledge of Language</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>3.10.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

INDICATORS OF PROGRESS	3.10.3.3.a	Choose words and phrases for effect.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.3.10 Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>3.10.4.4</b>	<b>Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.</b>

INDICATORS OF PROGRESS	3.10.4.4.a	Use sentence-level context as a clue to the meaning of a word or phrase.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.3.10 Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	3.10.5.5.	<b>Demonstrate understanding of word relationships and nuances in word meanings to develop word consciousness.</b>

INDICATORS OF PROGRESS . 3.10.5.5.a Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps).

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**CONTENT STANDARD / DOMAIN** MN.3.10 **Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND 3.10.6.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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**Minnesota Academic Standards**  
**Language Arts**  
 Grade: 4 - Adopted: 2010

**CONTENT STANDARD / DOMAIN** MN.4.1. **Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND 4.1.3.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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**CONTENT STANDARD / DOMAIN** MN.4.1. **Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	4.1.5.5.	Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.4.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.1.10.10.</b>	<b>By the end of the year, read and comprehend literature and other texts including stories, drama, and poetry, in the grades 4-5 text complexity band proficiently and independently with scaffolding as needed at the high end of the range.</b>

INDICATORS OF PROGRESS	4.1.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	4.2.1.1.	Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATORS OF PROGRESS / STRAND	4.2.2.2.	Determine the main idea of a text and explain how it is supported by key details; summarize the text.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.4.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND 4.2.4.4. Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.

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**CONTENT STANDARD / DOMAIN** MN.4.2. **Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND 4.2.7.7. Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.

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INDICATORS OF PROGRESS / STRAND 4.2.8.8. Explain how an author uses reasons and evidence to support particular points in a text.

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**CONTENT STANDARD / DOMAIN** MN.4.2. **Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.2.10.10.</b>	<b>By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band independently and proficiently, with scaffolding as needed at the high end of the range.</b>
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INDICATORS OF PROGRESS 4.2.10.10. a. Self-select texts for personal enjoyment, interest, and academic tasks.

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**CONTENT STANDARD / DOMAIN** MN.4.3. **Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.3.0.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS 4.3.0.4.a. Read on-level text with purpose and understanding.

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INDICATORS OF PROGRESS 4.3.0.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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**CONTENT STANDARD / DOMAIN** MN.4.6. **Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS 4.6.2.2.a. Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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INDICATORS OF PROGRESS 4.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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 Assembly Announcement  
 Carbon Footprint Journal  
 Staff Presentation

INDICATORS OF PROGRESS	4.6.2.2.c.	<p>Link ideas within categories of information using words and phrases (e.g., another, for example, also, because).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
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INDICATORS OF PROGRESS	4.6.2.2.d.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
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INDICATORS OF PROGRESS	4.6.2.2.e.	<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	4.6.4.4.	<p>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.)</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">3-5 My Future Green Career</a>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
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INDICATORS OF PROGRESS / STRAND	4.6.5.5.	<p>With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, and editing. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 4 on page 41-42.)</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	4.6.7.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic.  <b>Alliance to Save Energy</b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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INDICATORS OF PROGRESS / STRAND	4.6.8.8.	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.  <b>Alliance to Save Energy</b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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**CONTENT STANDARD / DOMAIN**      **MN.4.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.6.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS	4.6.9.9.a.	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions].").  <b>Alliance to Save Energy</b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATORS OF PROGRESS	4.6.9.9.b.	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text").  <b>Alliance to Save Energy</b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.1.1.</b>	<b>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.</b>
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INDICATORS OF PROGRESS	4.8.1.1.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.</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Poster Campaign  Staff Presentation</p>
INDICATORS OF PROGRESS	4.8.1.1.b.	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Poster Campaign  Staff Presentation</p>
INDICATORS OF PROGRESS	4.8.1.1.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><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Poster Campaign  Staff Presentation</p>
INDICATORS OF PROGRESS	4.8.1.1.d.	<p>Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Poster Campaign  Staff Presentation</p>
INDICATORS OF PROGRESS	4.8.1.1.e.	<p>Cooperate and problem solve as appropriate for productive group discussion.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Staff Presentation</p>
CONTENT STANDARD / DOMAIN	<b>MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	<b>Comprehension and Collaboration</b>	

INDICATORS OF PROGRESS / STRAND	4.8.2.2.	<p>Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Presentation of Knowledge and Ideas</b>	
INDICATORS OF PROGRESS / STRAND	4.8.4.4.	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">Assembly Announcement</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS / STRAND	4.8.6.6.	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation. (See grade 4 Language standards 1 and 3 on page 41-42 for specific expectations.)</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Media Literacy</b>	
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>4.8.8.8.</b>	<b>Create an individual or shared multimedia work for a specific purpose (e.g., to create or integrate knowledge, to share experiences or information, to persuade, to entertain, or as artistic expression.)</b>
INDICATORS OF PROGRESS	4.8.8.8.a.	<p>Evaluate the Fair Use of each visual element or piece of music used in a media work and create a list documenting the source for each found image or piece of music.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Explore Renewables Energy Poster Project</a>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.10. Language Benchmarks K-5</b>	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	4.10.1.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

INDICATORS OF PROGRESS 4.10.1.1.f. Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.

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 3-5 My Future Green Career  
 3-8 Custodial Presentation & Pledge  
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 Staff Presentation

CONTENT STANDARD / DOMAIN MN.4.10. Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Knowledge of Language
INDICATORS OF PROGRESS / STRAND	4.10.3.3	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

INDICATORS OF PROGRESS 4.10.3.3.a Choose words and phrases to convey ideas precisely.

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 3-5 Final Presentation & Peer Performance  
 Assembly Announcement  
 Carbon Footprint Journal  
 Staff Presentation

INDICATORS OF PROGRESS 4.10.3.3.c Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).

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

CONTENT STANDARD / DOMAIN MN.4.10. Language Benchmarks K-5

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	4.10.4.4	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.

INDICATORS OF PROGRESS	4.10.4.4. a.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.4.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND	4.10.6.6.	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).  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**Minnesota Academic Standards**  
**Language Arts**  
Grade: 5 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.5.1. Reading Benchmarks: Literature K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>5.1.10.10.</b>	<b>By the end of the year, read and comprehend literature and other texts including stories, dramas, and poetry at the high end of the grades 4-5 text complexity band proficiently and independently.</b>
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INDICATORS OF PROGRESS	5.1.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.5.2. Reading Benchmarks: Informational Text K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	5.2.2.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
INDICATORS OF PROGRESS / STRAND	5.2.4.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	5.2.8.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.2.</b>	<b>Reading Benchmarks: Informational Text K-5</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
INDICATORS OF PROGRESS / STRAND	5.2.10.10.	<b>By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently.</b>
INDICATORS OF PROGRESS	5.2.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.5.3. Reading Benchmarks: Foundational Skills K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Fluency</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>5.3.0.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>

INDICATORS OF PROGRESS      5.RF.4.a. Read on-level text with purpose and understanding.

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 Assembly Announcement  
 Family Presentation  
 Staff Presentation

INDICATORS OF PROGRESS      5.RF.4.c. Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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 Assembly Announcement  
 Family Presentation  
 Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.5.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>5.6.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

INDICATORS OF PROGRESS      5.6.2.2.a. Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.

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 3-5 Final Presentation & Peer Performance  
 Assembly Announcement  
 Carbon Footprint Journal  
 Poster Campaign  
 Staff Presentation

INDICATORS OF PROGRESS      5.6.2.2.b. Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.

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 3-5 Final Presentation & Peer Performance  
 Assembly Announcement  
 Carbon Footprint Journal  
 Staff Presentation

INDICATORS OF PROGRESS	5.6.2.2.c.	Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATORS OF PROGRESS	5.6.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATORS OF PROGRESS	5.6.2.2.e.	Provide a concluding statement or section related to the information or explanation presented.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.5.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	5.6.4.4.	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.)  <b><u>Alliance to Save Energy</u></b> 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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INDICATORS OF PROGRESS / STRAND	5.6.5.5.	With guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 5 on page 41-42.)  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.5.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	5.6.7.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
INDICATORS OF PROGRESS / STRAND	5.6.8.8.	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.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.5.6. Writing Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
INDICATORS OF PROGRESS / STRAND	5.6.9.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

INDICATORS OF PROGRESS	5.W.9.b.	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	5.8.1.1.	<b>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.</b>

INDICATORS OF PROGRESS	5.8.1.1.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.</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Poster Campaign  Staff Presentation</p>
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INDICATORS OF PROGRESS	5.8.1.1.b.	<p>Follow agreed-upon rules for discussions and carry out assigned roles.</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Poster Campaign  Staff Presentation</p>
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INDICATORS OF PROGRESS	5.8.1.1.c.	<p>Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Poster Campaign  Staff Presentation</p>
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INDICATORS OF PROGRESS	5.8.1.1.e.	<p>Cooperate and problem solve to make decisions as appropriate for productive group discussion.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Staff Presentation</p>
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**CONTENT STANDARD / DOMAIN**      **MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Comprehension and Collaboration</b>
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INDICATORS OF PROGRESS / STRAND	5.8.2.2.	<p>Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>
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**CONTENT STANDARD / DOMAIN**      **MN.5.8. Speaking, Viewing, Listening and Media Literacy Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Presentation of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	5.8.4.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
INDICATORS OF PROGRESS / STRAND	5.8.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.5.10.</b>	<b>Language Benchmarks K-5</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Conventions of Standard English
INDICATORS OF PROGRESS / STRAND	5.10.1.1.	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

INDICATORS OF PROGRESS . 5.10.1.1.d Recognize and correct inappropriate shifts in verb tense.  
  
**Alliance to Save Energy**  
3-5 Explore Renewables Energy Poster Project  
3-5 Final Presentation & Peer Performance  
Assembly Announcement  
Carbon Footprint Journal  
Staff Presentation

**CONTENT STANDARD / DOMAIN** **MN.5.10. Language Benchmarks K-5**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Vocabulary Acquisition and Use
INDICATORS OF PROGRESS / STRAND	5.10.4.4 .	<b>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.</b>

INDICATORS OF PROGRESS a. 5.10.4.4. Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase.  
  
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Assembly Announcement  
Family Presentation  
Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.5.10. Language Benchmarks K-5**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND      5.10.6.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

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[Assembly Announcement](#)  
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**Minnesota Academic Standards**  
**Language Arts**  
 Grade: 6 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.6.4. Reading Benchmarks: Literature 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND      6.4.3.3.      Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.

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**CONTENT STANDARD / DOMAIN**      **MN.6.4. Reading Benchmarks: Literature 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.4.10.10.</b>	<b>By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.</b>
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INDICATORS OF PROGRESS      6.4.10.10. a.      Self-select texts for personal enjoyment, interest and academic tasks.

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INDICATORS OF PROGRESS	6.4.10.10 b.	Read widely to understand multiple perspectives and pluralistic viewpoints.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.6.5. Reading Benchmarks: Informational Text 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	6.5.1.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATORS OF PROGRESS / STRAND	6.5.2.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATORS OF PROGRESS / STRAND	6.5.3.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.6.5. Reading Benchmarks: Informational Text 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	6.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.6.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Integration of Knowledge and Ideas	
INDICATORS OF PROGRESS / STRAND	6.5.7.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  <u><b>Alliance to Save Energy</b></u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.6.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Text Types and Purposes	
INDICATORS OF PROGRESS / STRAND	6.7.2.2.	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>
INDICATORS OF PROGRESS	6.7.2.2.a.	Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.  <u><b>Alliance to Save Energy</b></u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATORS OF PROGRESS	6.7.2.2.b.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  <u><b>Alliance to Save Energy</b></u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
INDICATORS OF PROGRESS	6.7.2.2.c.	Use appropriate transitions to clarify the relationships among ideas and concepts.  <u><b>Alliance to Save Energy</b></u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

INDICATORS OF PROGRESS	6.7.2.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATORS OF PROGRESS	6.7.2.2.f.	Provide a concluding statement or section that follows from the information or explanation presented.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**CONTENT STANDARD / DOMAIN** MN.6.7. Writing Benchmarks 6-12

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	6.7.4.4.	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.)  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATORS OF PROGRESS / STRAND	6.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 6 on page 73.)  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**CONTENT STANDARD / DOMAIN** MN.6.7. Writing Benchmarks 6-12

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	6.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.  <b><u>Alliance to Save Energy</u></b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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**CONTENT STANDARD / DOMAIN**      **MN.6.7. Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.7.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

INDICATORS OF PROGRESS	6.7.9.9.b.	Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.6.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.9.1.1.</b>	<b>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.</b>

INDICATORS OF PROGRESS	6.9.1.1.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.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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INDICATORS OF PROGRESS	6.9.1.1.b.	Follow rules for collegial discussions, set specific goals and deadlines, and define individual roles as needed.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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INDICATORS OF PROGRESS	6.9.1.1.c.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
INDICATORS OF PROGRESS	6.9.1.1.e.	Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Staff Presentation
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.6.9.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
INDICATORS OF PROGRESS / STRAND	6.9.4.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
INDICATORS OF PROGRESS / STRAND	6.9.5.5.	Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.6.11.</b>	<b>Language Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.11.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
INDICATORS OF PROGRESS	6.11.1.1.d	Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

INDICATORS OF PROGRESS	6.11.1.1.e	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.6.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.11.4.4</b>	<b>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.</b>

INDICATORS OF PROGRESS	6.11.4.4.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.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

INDICATORS OF PROGRESS	6.11.4.4.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><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.6.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND	6.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.7.4. Reading Benchmarks: Literature 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND      7.4.5.5.      Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.

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

**CONTENT STANDARD / DOMAIN**      **MN.7.4. Reading Benchmarks: Literature 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND      7.4.7.7.      Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).

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 6-12 Final Presentation & Peer Performance

**CONTENT STANDARD / DOMAIN**      **MN.7.4. Reading Benchmarks: Literature 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Range of Reading and Level of Text Complexity</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	7.4.10.10.	<b>By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.</b>
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INDICATORS OF PROGRESS      7.4.10.10. a.      Self-select texts for personal enjoyment, interest and academic tasks.

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 Assembly Announcement  
 Family Presentation  
 Staff Presentation

INDICATORS OF PROGRESS      7.4.10.10. b.      Read widely to understand multiple perspectives and pluralistic viewpoints.

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

**CONTENT STANDARD / DOMAIN**      **MN.7.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	7.5.1.1.	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS / STRAND	7.5.3.3.	<p>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).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
CONTENT STANDARD / DOMAIN	<b>MN.7.5.</b>	<b>Reading Benchmarks: Informational Text 6-12</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	7.5.4.4.	<p>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.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
CONTENT STANDARD / DOMAIN	<b>MN.7.5.</b>	<b>Reading Benchmarks: Informational Text 6-12</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT		Range of Reading and Level of Text Complexity
INDICATORS OF PROGRESS / STRAND	7.5.10.10.	<p><b>By the end of the year, read and comprehend literary nonfiction in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b></p>
INDICATORS OF PROGRESS	7.5.10.10. a.	<p>Self-select texts for personal enjoyment, interest and academic tasks.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
CONTENT STANDARD / DOMAIN	<b>MN.7.7.</b>	<b>Writing Benchmarks 6-12</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>7.7.2.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</b>

INDICATORS OF PROGRESS 7.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/ effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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

INDICATORS OF PROGRESS 7.7.2.2.b. Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

**Alliance to Save Energy**

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

INDICATORS OF PROGRESS 7.7.2.2.c. Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

**Alliance to Save Energy**

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

INDICATORS OF PROGRESS 7.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

INDICATORS OF PROGRESS 7.7.2.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

**Alliance to Save Energy**

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

**CONTENT STANDARD / DOMAIN** MN.7.7. **Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	7.7.4.4.	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.)  <b>Alliance to Save Energy</b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATORS OF PROGRESS / STRAND	7.7.5.5.	With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 7 on page 73.)  <b>Alliance to Save Energy</b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.7.7. Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	7.7.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  <b>Alliance to Save Energy</b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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INDICATORS OF PROGRESS / STRAND	7.7.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <b>Alliance to Save Energy</b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.7.7. Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>7.7.9.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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INDICATORS OF PROGRESS

7.7.9.9.b. Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").

**Alliance to Save Energy**

Assembly Announcement

Staff Presentation

**CONTENT STANDARD / DOMAIN**

**MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>7.9.1.1.</b>	<b>Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.</b>
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INDICATORS OF PROGRESS

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

**Alliance to Save Energy**

3-8 Custodial Presentation & Pledge

6-12 Final Presentation & Peer Performance

6-8 Explore Renewables Energy Poster Project

Assembly Announcement

Poster Campaign

Staff Presentation

INDICATORS OF PROGRESS

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

**Alliance to Save Energy**

3-8 Custodial Presentation & Pledge

6-12 Final Presentation & Peer Performance

6-8 Explore Renewables Energy Poster Project

Assembly Announcement

Poster Campaign

Staff Presentation

INDICATORS OF PROGRESS

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

**Alliance to Save Energy**

3-8 Custodial Presentation & Pledge

6-12 Final Presentation & Peer Performance

6-8 Explore Renewables Energy Poster Project

Assembly Announcement

Poster Campaign

Staff Presentation

INDICATORS OF PROGRESS	7.9.1.1.d.	Acknowledge new information expressed by others and, when warranted, modify their own views.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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INDICATORS OF PROGRESS	7.9.1.1.e.	Cooperate, mediate, and problem solve to make decisions as appropriate for productive group discussion.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Staff Presentation
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.7.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12</b>	
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	7.9.4.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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INDICATORS OF PROGRESS / STRAND	7.9.5.5.	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.7.11. Language Benchmarks 6-12</b>	
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Knowledge of Language</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>7.11.3.3.</b>	<b>Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.</b>
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INDICATORS OF PROGRESS	7.11.3.3.a.	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.7.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	7.11.4.4	<b>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.</b>

INDICATORS OF PROGRESS      7.11.4.4.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**
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- Assembly Announcement
- Family Presentation
- Staff Presentation

INDICATORS OF PROGRESS      7.11.4.4.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

**CONTENT STANDARD / DOMAIN**      **MN.7.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND      7.11.6.6      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

- Alliance to Save Energy**
- 3-8 Custodial Presentation & Pledge
- 6-12 Final Presentation & Peer Performance
- 6-8 Explore Renewables Energy Poster Project
- Assembly Announcement
- Carbon Footprint Journal
- Family Presentation
- Staff Presentation

Minnesota Academic Standards  
Language Arts  
Grade: 8 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.8.4. Reading Benchmarks: Literature 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	8.4.10.10.	<b>By the end of the year, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently and independently with appropriate scaffolding for texts at the high end of the range.</b>
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INDICATORS OF PROGRESS 8.4.10.10. Self-select texts for personal enjoyment, interest and academic tasks.  
a.

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

INDICATORS OF PROGRESS 8.4.10.10 Read widely to understand multiple perspectives and pluralistic viewpoints.  
b.

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

**CONTENT STANDARD / DOMAIN** MN.8.5. **Reading Benchmarks: Informational Text 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND 8.5.1.1. Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.

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

**CONTENT STANDARD / DOMAIN** MN.8.5. **Reading Benchmarks: Informational Text 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND 8.5.4.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.

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

**CONTENT STANDARD / DOMAIN** MN.8.7. **Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
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INDICATORS OF PROGRESS / STRAND	8.7.2.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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INDICATORS OF PROGRESS 8.7.2.2.a. Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- Alliance to Save Energy**  
 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

INDICATORS OF PROGRESS 8.7.2.2.b. Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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

INDICATORS OF PROGRESS 8.7.2.2.c. Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.

- 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

INDICATORS OF PROGRESS 8.7.2.2.d. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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

INDICATORS OF PROGRESS 8.7.2.2.f. Provide a concluding statement or section that follows from and supports the information or explanation presented.

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

**CONTENT STANDARD / DOMAIN**      **MN.8.7. Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND      8.7.4.4.      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

INDICATORS OF PROGRESS / STRAND      8.7.5.5.      With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grade 8 on page 73.)

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

**CONTENT STANDARD / DOMAIN**      **MN.8.7. Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND      8.7.7.7.      Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

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

INDICATORS OF PROGRESS / STRAND      8.7.8.8.      Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.

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

**CONTENT STANDARD / DOMAIN**      **MN.8.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>8.9.1.1.</b>	<b>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.</b>

INDICATORS OF PROGRESS 8.9.1.1.a. Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

**Alliance to Save Energy**

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

INDICATORS OF PROGRESS 8.9.1.1.b. Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.

**Alliance to Save Energy**

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

INDICATORS OF PROGRESS 8.9.1.1.c. Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.

**Alliance to Save Energy**

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

INDICATORS OF PROGRESS 8.9.1.1.d. Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.

**Alliance to Save Energy**

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

INDICATORS OF PROGRESS 8.9.1.1.e. Cooperate, mediate, and problem solve to make decisions or build consensus as appropriate for productive group discussion.

**Alliance to Save Energy**

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

**CONTENT STANDARD / DOMAIN**      **MN.8.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND      8.9.4.4.      Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.

**Alliance to Save Energy**  
6-12 Final Presentation & Peer Performance  
Assembly Announcement  
Staff Presentation

INDICATORS OF PROGRESS / STRAND      8.9.5.5.      Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.

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

**CONTENT STANDARD / DOMAIN**      **MN.8.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Conventions of Standard English</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>8.11.1.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
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INDICATORS OF PROGRESS      8.11.1.1.d      Recognize and correct inappropriate shifts in verb voice and mood.

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

**CONTENT STANDARD / DOMAIN**      **MN.8.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>8.11.4.4</b>	<b>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.</b>
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INDICATORS OF PROGRESS	8.11.4.4.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.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

INDICATORS OF PROGRESS	8.11.4.4.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><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.8.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND	8.11.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**Minnesota Academic Standards**  
**Language Arts**  
Grade: 9 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.9.4. Reading Benchmarks: Literature 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.4.10.10.</b>	<b>By the end of grade 9, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>

INDICATORS OF PROGRESS	9.4.10.10.a.	Self-select texts for personal enjoyment, interest, and academic tasks.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

INDICATORS OF PROGRESS	9.4.10.10 b.	<p>Read widely to understand multiple perspectives and pluralistic viewpoints.</p> <p><b><u>Alliance to Save Energy</u></b>  Assembly Announcement  Family Presentation  Staff Presentation</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.5. Reading Benchmarks: Informational Text 6-12</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Key Ideas and Details</b>	
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.5. Reading Benchmarks: Informational Text 6-12</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Craft and Structure</b>	
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.7. Writing Benchmarks 6-12</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Text Types and Purposes</b>	
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

INDICATORS OF PROGRESS	9.7.2.2.a.	<p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Capstone Project  Carbon Footprint Journal  Staff Presentation</p>
INDICATORS OF PROGRESS	9.7.2.2.b.	<p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>
INDICATORS OF PROGRESS	9.7.2.2.c.	<p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>
INDICATORS OF PROGRESS	9.7.2.2.d.	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>
INDICATORS OF PROGRESS	9.7.2.2.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><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.7. Writing Benchmarks 6-12</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Production and Distribution of Writing</b>	

INDICATORS OF PROGRESS / STRAND	9.7.4.4.	<p>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> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>            Assembly Announcement            Capstone Project            Carbon Footprint Journal            Staff Presentation</p>
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INDICATORS OF PROGRESS / STRAND	9.7.5.5.	<p>Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 75.)</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>            Assembly Announcement            Capstone Project            Carbon Footprint Journal            Staff Presentation</p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.7. Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	9.7.7.7.	<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><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>            Capstone Project</p>
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INDICATORS OF PROGRESS / STRAND	9.7.8.8.	<p>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.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>            Capstone Project</p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.9.1.1.</b>	<b>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, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.</b>
INDICATORS OF PROGRESS	9.9.1.1.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.
		<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Capstone Project  Poster Campaign  Staff Presentation</p>
INDICATORS OF PROGRESS	9.9.1.1.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.
		<p><b><u>Alliance to Save Energy</u></b>  9-12 Custodial Presentation &amp; Pledge  Assembly Announcement  Capstone Project  Staff Presentation</p>
INDICATORS OF PROGRESS	9.9.1.1.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.
		<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Capstone Project  Poster Campaign  Staff Presentation</p>
INDICATORS OF PROGRESS	9.9.1.1.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><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Capstone Project  Poster Campaign  Staff Presentation</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.9.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>

INDICATORS OF PROGRESS / STRAND	9.9.4.4.	While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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INDICATORS OF PROGRESS / STRAND	9.9.5.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Family Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.9.7.7.</b>	<b>Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</b>

INDICATORS OF PROGRESS	9.9.7.7.b.	Synthesize information and recognize categories, trends, and themes across multiple sources.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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**CONTENT STANDARD / DOMAIN**      **MN.9.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.11.4.4</b>	<b>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.</b>

INDICATORS OF PROGRESS	9.11.4.4.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.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATORS OF PROGRESS	9.11.4.4. 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).  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.9.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**Minnesota Academic Standards**  
**Language Arts**  
Grade: **10** - Adopted: **2010**

**CONTENT STANDARD / DOMAIN**      **MN.9.4. Reading Benchmarks: Literature 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.4.10.10. 0.</b>	<b>By the end of grade 10, read and comprehend literature and other texts including stories, dramas, and poems at the high end of the grades 9-10 text complexity band independently and proficiently.</b>

INDICATORS OF PROGRESS	9.4.10.10. a.	Self-select texts for personal enjoyment, interest, and academic tasks.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Family Presentation Staff Presentation
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INDICATORS OF PROGRESS	9.4.10.10. b.	Read widely to understand multiple perspectives and pluralistic viewpoints.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.9.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Key Ideas and Details	
INDICATORS OF PROGRESS / STRAND	9.5.1.1.	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS / STRAND	9.5.2.2.	<p>Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.9.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Craft and Structure	
INDICATORS OF PROGRESS / STRAND	9.5.4.4.	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.9.7. Writing Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Text Types and Purposes	
INDICATORS OF PROGRESS / STRAND	9.7.2.2.	<p>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

INDICATORS OF PROGRESS	9.7.2.2.a.	<p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS	9.7.2.2.b.	<p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS	9.7.2.2.c.	<p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS	9.7.2.2.d.	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS	9.7.2.2.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><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.7.</b>	<b>Writing Benchmarks 6-12</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>

INDICATORS OF PROGRESS / STRAND	9.7.4.4.	<p>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> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>            Assembly Announcement            Capstone Project            Carbon Footprint Journal            Staff Presentation</p>
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INDICATORS OF PROGRESS / STRAND	9.7.5.5.	<p>Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 9-10 on page 75.)</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>            Assembly Announcement            Capstone Project            Carbon Footprint Journal            Staff Presentation</p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.7. Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	9.7.7.7.	<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><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>            Capstone Project</p>
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INDICATORS OF PROGRESS / STRAND	9.7.8.8.	<p>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.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>            Capstone Project</p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Comprehension and Collaboration</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.9.1.1.</b>	<b>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, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.</b>
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INDICATORS OF PROGRESS	9.9.1.1.a.	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Capstone Project  Poster Campaign  Staff Presentation</p>
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INDICATORS OF PROGRESS	9.9.1.1.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><b><u>Alliance to Save Energy</u></b>  9-12 Custodial Presentation &amp; Pledge  Assembly Announcement  Capstone Project  Staff Presentation</p>
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INDICATORS OF PROGRESS	9.9.1.1.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><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Capstone Project  Poster Campaign  Staff Presentation</p>
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INDICATORS OF PROGRESS	9.9.1.1.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><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Capstone Project  Poster Campaign  Staff Presentation</p>
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<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.9.</b>	<b>Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12</b>
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<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	9.9.4.4.	While respecting intellectual property, present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task (e.g., persuasion, argumentation, debate).  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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INDICATORS OF PROGRESS / STRAND	9.9.5.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Family Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.9.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.9.7.7.</b>	<b>Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</b>

INDICATORS OF PROGRESS	9.9.7.7.b.	Synthesize information and recognize categories, trends, and themes across multiple sources.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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**CONTENT STANDARD / DOMAIN**      **MN.9.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.11.4.4</b>	<b>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.</b>

INDICATORS OF PROGRESS	9.11.4.4.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.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATORS OF PROGRESS	9.11.4.4. 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).  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.9.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND	9.11.6.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**Minnesota Academic Standards**  
**Language Arts**  
Grade: **11** - Adopted: **2010**

**CONTENT STANDARD / DOMAIN**      **MN.11.4. Reading Benchmarks: Literature 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>11.4.10.10.</b>	<b>By the end of grade 11, read and comprehend literature and other texts including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>

INDICATORS OF PROGRESS	11.4.10.1 0.a.	Self-select texts for personal enjoyment, interest, and academic tasks.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Family Presentation Staff Presentation
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INDICATORS OF PROGRESS	11.4.10.1 0.b.	Read widely to understand multiple perspectives and pluralistic viewpoints.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.11.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	11.5.1.1.	<p>Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS / STRAND	11.5.2.2.	<p>Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.11.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Craft and Structure
INDICATORS OF PROGRESS / STRAND	11.5.4.4.	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.11.5. Reading Benchmarks: Informational Text 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	11.5.7.7.	<p>Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Capstone Project</a></p>

**CONTENT  
STANDARD /  
DOMAIN**

**MN.11.7. Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>11.7.2.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

INDICATORS OF PROGRESS 11.7.2.2.a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

**Alliance to Save Energy**

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

INDICATORS OF PROGRESS 11.7.2.2.b. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

**Alliance to Save Energy**

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

INDICATORS OF PROGRESS 11.7.2.2.c. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

**Alliance to Save Energy**

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

INDICATORS OF PROGRESS 11.7.2.2.d. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

**Alliance to Save Energy**

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

INDICATORS OF PROGRESS	11.7.2.2.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><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>		
CONTENT STANDARD / DOMAIN	<b>MN.11.7. Writing Benchmarks 6-12</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	<b>Production and Distribution of Writing</b>	
INDICATORS OF PROGRESS / STRAND	11.7.4.4.	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><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Assembly Announcement  Capstone Project  Carbon Footprint Journal  Staff Presentation</p>		
INDICATORS OF PROGRESS / STRAND	11.7.5.5.	Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 75.)
<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Capstone Project  Carbon Footprint Journal  Staff Presentation</p>		
CONTENT STANDARD / DOMAIN	<b>MN.11.7. Writing Benchmarks 6-12</b>	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	<b>Research to Build and Present Knowledge</b>	
INDICATORS OF PROGRESS / STRAND	11.7.7.7.	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><b><u>Alliance to Save Energy</u></b>  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Capstone Project</p>		

INDICATORS OF PROGRESS / STRAND	11.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**Alliance to Save Energy**

9-12 Explore Renewables Energy Poster Project

9-12 My Future Green Career

Capstone Project

**CONTENT STANDARD / DOMAIN**

**MN.11.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	11.9.1.1.	<b>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, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATORS OF PROGRESS	11.9.1.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance

9-12 Custodial Presentation & Pledge

9-12 Explore Renewables Energy Poster Project

Assembly Announcement

Capstone Project

Poster Campaign

Staff Presentation

INDICATORS OF PROGRESS	11.9.1.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance

9-12 Custodial Presentation & Pledge

9-12 Explore Renewables Energy Poster Project

Assembly Announcement

Capstone Project

Poster Campaign

Staff Presentation

INDICATORS OF PROGRESS	11.9.1.1.c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance

9-12 Custodial Presentation & Pledge

9-12 Explore Renewables Energy Poster Project

Assembly Announcement

Capstone Project

Poster Campaign

Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.11.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND      11.9.4.4. While respecting intellectual property, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (e.g., persuasion, argumentation, debate).

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

INDICATORS OF PROGRESS / STRAND      11.9.5.5. Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

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

**CONTENT STANDARD / DOMAIN**      **MN.11.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>11.9.7.7.</b>	<b>Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</b>
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INDICATORS OF PROGRESS      11.9.7.7.b Examine the intersections and conflicts between visual (e.g., media images, painting, film, graphic arts) and verbal messages.

**Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 9-12 Explore Renewables Energy Poster Project  
 Capstone Project  
 Family Presentation  
 Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.11.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>11.11.4.4.</b>	<b>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.</b>
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INDICATORS OF PROGRESS	11.11.4.4. 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><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

INDICATORS OF PROGRESS	11.11.4.4. 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><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.11.11 Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND	11.11.6.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**Minnesota Academic Standards  
Language Arts  
Grade: 12 - Adopted: 2010**

**CONTENT STANDARD / DOMAIN**      **MN.11.4. Reading Benchmarks: Literature 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Reading and Level of Text Complexity</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>11.4.10.10.</b>	<b>By the end of grade 12, read and comprehend literature and other texts including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.</b>

INDICATORS OF PROGRESS	11.4.10.1 0.a.	Self-select texts for personal enjoyment, interest, and academic tasks.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

INDICATORS OF PROGRESS	11.4.10.1 0.b.	Read widely to understand multiple perspectives and pluralistic viewpoints.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.11.5. Reading Benchmarks: Informational Text 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	11.5.1.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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INDICATORS OF PROGRESS / STRAND	11.5.2.2.	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.11.5. Reading Benchmarks: Informational Text 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	11.5.4.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.11.5. Reading Benchmarks: Informational Text 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	11.5.7.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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**CONTENT STANDARD / DOMAIN**      **MN.11.7. Writing Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>11.7.2.2.</b>	<b>Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>

INDICATORS OF PROGRESS	11.7.2.2.a.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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INDICATORS OF PROGRESS	11.7.2.2.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.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATORS OF PROGRESS	11.7.2.2.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.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATORS OF PROGRESS	11.7.2.2.d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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INDICATORS OF PROGRESS	11.7.2.2.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><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.11.7. Writing Benchmarks 6-12</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Production and Distribution of Writing</b>	
INDICATORS OF PROGRESS / STRAND	11.7.4.4.	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><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Assembly Announcement  Capstone Project  Carbon Footprint Journal  Staff Presentation</p>		
INDICATORS OF PROGRESS / STRAND	11.7.5.5.	Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1-3 up to and including grades 11-12 on page 75.)
<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Capstone Project  Carbon Footprint Journal  Staff Presentation</p>		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.11.7. Writing Benchmarks 6-12</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Research to Build and Present Knowledge</b>	
INDICATORS OF PROGRESS / STRAND	11.7.7.7.	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><b><u>Alliance to Save Energy</u></b>  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Capstone Project</p>		

INDICATORS OF PROGRESS / STRAND	11.7.8.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
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**Alliance to Save Energy**

9-12 Explore Renewables Energy Poster Project

9-12 My Future Green Career

Capstone Project

**CONTENT STANDARD / DOMAIN**

**MN.11.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		<b>Comprehension and Collaboration</b>
INDICATORS OF PROGRESS / STRAND	11.9.1.1.	<b>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, including those by and about Minnesota American Indians, building on others' ideas and expressing their own clearly and persuasively.</b>

INDICATORS OF PROGRESS	11.9.1.1.a	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance

9-12 Custodial Presentation & Pledge

9-12 Explore Renewables Energy Poster Project

Assembly Announcement

Capstone Project

Poster Campaign

Staff Presentation

INDICATORS OF PROGRESS	11.9.1.1.b	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance

9-12 Custodial Presentation & Pledge

9-12 Explore Renewables Energy Poster Project

Assembly Announcement

Capstone Project

Poster Campaign

Staff Presentation

INDICATORS OF PROGRESS	11.9.1.1.c	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance

9-12 Custodial Presentation & Pledge

9-12 Explore Renewables Energy Poster Project

Assembly Announcement

Capstone Project

Poster Campaign

Staff Presentation

**CONTENT STANDARD / DOMAIN**

**MN.11.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Presentation of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	11.9.4.4.	While respecting intellectual property, present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks (e.g., persuasion, argumentation, debate).  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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INDICATORS OF PROGRESS / STRAND	11.9.5.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Family Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.11.9. Speaking, Viewing, Listening and Media Literacy Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Media Literacy</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>11.9.7.7.</b>	<b>Understand, analyze, evaluate, and use different types of print, digital, and multimodal media.</b>
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INDICATORS OF PROGRESS	11.9.7.7.b	Examine the intersections and conflicts between visual (e.g., media images, painting, film, graphic arts) and verbal messages.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Capstone Project Family Presentation Staff Presentation
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**CONTENT STANDARD / DOMAIN**      **MN.11.11. Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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<b>INDICATORS OF PROGRESS / STRAND</b>	<b>11.11.4.4.</b>	<b>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.</b>
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INDICATORS OF PROGRESS	11.11.4.4. 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><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

INDICATORS OF PROGRESS	11.11.4.4. 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><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.11.11 Language Benchmarks 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Vocabulary Acquisition and Use</b>
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INDICATORS OF PROGRESS / STRAND	11.11.6.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**Minnesota Academic Standards  
 Mathematics  
 Grade: 3 - Adopted: 2008**

**CONTENT STANDARD / DOMAIN**      **MN.3.1. Number & Operation**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>3.1.1.</b>	<b>Compare and represent whole numbers up to 100,000 with an emphasis on place value and equality.</b>
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INDICATORS OF PROGRESS / STRAND	3.1.1.4.	Round numbers to the nearest 10,000, 1000, 100 and 10. Round up and round down to estimate sums and differences.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Energy Audit Video</a></p>

INDICATORS OF PROGRESS / STRAND	3.1.1.5.	Compare and order whole numbers up to 100,000.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Shower Audit Calculations</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.3.1. Number & Operation**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>3.1.2.</b>	<b>Add and subtract multi-digit whole numbers; represent multiplication and division in various ways; solve real world and mathematical problems using arithmetic.</b>
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INDICATORS OF PROGRESS / STRAND	3.1.2.1.	<p>Add and subtract multi-digit numbers, using efficient and generalizable procedures based on knowledge of place value, including standard algorithms.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">Appliance Audit</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>
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INDICATORS OF PROGRESS / STRAND	3.1.2.2.	<p>Use addition and subtraction to solve real-world and mathematical problems involving whole numbers. Use various strategies, including the relationship between addition and subtraction, the use of technology, and the context of the problem to assess the reasonableness of results.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">Appliance Audit</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>
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INDICATORS OF PROGRESS / STRAND	3.1.2.4.	<p>Solve real-world and mathematical problems involving multiplication and division, including both "how many in each group" and "how many groups" division problems.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Energy Audit Video</a>  <a href="#">3-5 Shower Audit Calculations</a>  <a href="#">Appliance Audit</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>
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INDICATORS OF PROGRESS / STRAND	3.1.2.5.	<p>Use strategies and algorithms based on knowledge of place value, equality and properties of addition and multiplication to multiply a two- or three-digit number by a one-digit number. Strategies may include mental strategies, partial products, the standard algorithm, and the commutative, associative, and distributive properties.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Energy Audit Video</a>  <a href="#">3-5 Shower Audit Calculations</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.3.1. Number & Operation**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>3.1.3.</b>	<b>Understand meanings and uses of fractions in real-world and mathematical situations.</b>
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INDICATORS OF PROGRESS / STRAND	3.1.3.1.	Read and write fractions with words and symbols. Recognize that fractions can be used to represent parts of a whole, parts of a set, points on a number line, or distances on a number line.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Shower Audit Calculations</a>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.3.</b>	<b>Geometry &amp; Measurement</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>3.3.3.</b>	<b>Use time, money and temperature to solve real world and mathematical problems.</b>
INDICATORS OF PROGRESS / STRAND	3.3.3.1.	Tell time to the minute, using digital and analog clocks. Determine elapsed time to the minute.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Energy Audit Video</a>
INDICATORS OF PROGRESS / STRAND	3.3.3.4.	Use an analog thermometer to determine temperature to the nearest degree in Fahrenheit and Celsius.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Energy Audit Video</a> <a href="#">Energy Patrol Contest</a> <a href="#">HVAC Audit</a> <a href="#">Home Energy Audit</a> <a href="#">School Audit</a>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.3.4.</b>	<b>Data Analysis</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>3.4.1.</b>	<b>Collect, organize, display, and interpret data. Use labels and a variety of scales and units in displays.</b>
INDICATORS OF PROGRESS / STRAND	3.4.1.1.	Collect, display and interpret data using frequency tables, bar graphs, picture graphs and number line plots having a variety of scales. Use appropriate titles, labels and units.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Energy Audit Video</a>
<b>Minnesota Academic Standards</b> <b>Mathematics</b> Grade: 4 - Adopted: 2008		
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.1.</b>	<b>Number &amp; Operation</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>4.1.1.</b>	<b>Demonstrate mastery of multiplication and division basic facts; multiply multi-digit numbers; solve real-world and mathematical problems using arithmetic.</b>
INDICATORS OF PROGRESS / STRAND	4.1.1.3.	Multiply multi-digit numbers, using efficient and generalizable procedures, based on knowledge of place value, including standard algorithms.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Energy Audit Video</a>

INDICATORS OF PROGRESS / STRAND	4.1.1.5.	Solve multi-step real-world and mathematical problems requiring the use of addition, subtraction and multiplication of multi-digit whole numbers. Use various strategies, including the relationship between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Energy Audit Video</a>  <a href="#">3-5 Shower Audit Calculations</a>  <a href="#">Appliance Audit</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>
INDICATORS OF PROGRESS / STRAND	4.1.1.6.	Use strategies and algorithms based on knowledge of place value, equality and properties of operations to divide multi-digit whole numbers by one- or two-digit numbers. Strategies may include mental strategies, partial quotients, the commutative, associative, and distributive properties and repeated subtraction.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Energy Audit Video</a>  <a href="#">Appliance Audit</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.1. Number &amp; Operation</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>4.1.2.</b>	<b>Represent and compare fractions and decimals in real-world and mathematical situations; use place value to understand how decimals represent quantities.</b>
INDICATORS OF PROGRESS / STRAND	4.1.2.2.	Locate fractions on a number line. Use models to order and compare whole numbers and fractions, including mixed numbers and improper fractions.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Shower Audit Calculations</a></p>
INDICATORS OF PROGRESS / STRAND	4.1.2.5.	Compare and order decimals and whole numbers using place value, a number line and models such as grids and base 10 blocks.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Shower Audit Calculations</a></p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.4.4. Data Analysis</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>4.4.1.</b>	<b>Collect, organize, display and interpret data, including data collected over a period of time and data represented by fractions and decimals.</b>

INDICATORS OF PROGRESS / STRAND	4.4.1.1.	Use tables, bar graphs, timelines and Venn diagrams to display data sets. The data may include fractions or decimals. Understand that spreadsheet tables and graphs can be used to display data.
<p style="text-align: center;"><b><u>Alliance to Save Energy</u></b>  <a href="#">Appliance Audit</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>		

**Minnesota Academic Standards**  
**Mathematics**  
Grade: 5 - Adopted: 2008

**CONTENT STANDARD / DOMAIN**      **MN.5.1. Numbers & Operation**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	5.1.1.	<b>Divide multi-digit numbers; solve real-world and mathematical problems using arithmetic.</b>
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INDICATORS OF PROGRESS / STRAND	5.1.1.2.	Consider the context in which a problem is situated to select the most useful form of the quotient for the solution and use the context to interpret the quotient appropriately.
<p style="text-align: center;"><b><u>Alliance to Save Energy</u></b>  <a href="#">Appliance Audit</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>		

INDICATORS OF PROGRESS / STRAND	5.1.1.4.	Solve real-world and mathematical problems requiring addition, subtraction, multiplication and division of multi-digit whole numbers. Use various strategies, including the inverse relationships between operations, the use of technology, and the context of the problem to assess the reasonableness of results.
<p style="text-align: center;"><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Energy Audit Video</a>  <a href="#">3-5 Shower Audit Calculations</a>  <a href="#">Appliance Audit</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>		

**CONTENT STANDARD / DOMAIN**      **MN.5.1. Numbers & Operation**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	5.1.2.	<b>Read, write, represent and compare fractions and decimals; recognize and write equivalent fractions; convert between fractions and decimals; use fractions and decimals in real world and mathematical situations.</b>
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INDICATORS OF PROGRESS / STRAND	5.1.2.4.	Recognize and generate equivalent decimals, fractions, mixed numbers and improper fractions in various contexts.
<p style="text-align: center;"><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Shower Audit Calculations</a></p>		

**CONTENT STANDARD / DOMAIN**      **MN.5.2. Algebra**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>5.2.1.</b>	<b>Recognize and represent patterns of change; use patterns, tables, graphs and rules to solve real world and mathematical problems.</b>
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INDICATORS OF PROGRESS / STRAND	5.2.1.1.	Create and use rules, tables, spreadsheets and graphs to describe patterns of change and solve problems.  <u>Alliance to Save Energy</u> Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
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**Minnesota Academic Standards  
Mathematics  
Grade: 6 - Adopted: 2008**

**CONTENT STANDARD / DOMAIN**      **MN.6.1. Number & Operation**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>6.1.3.</b>	<b>Multiply and divide decimals, fractions and mixed numbers; solve real-world and mathematical problems using arithmetic with positive rational numbers.</b>
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INDICATORS OF PROGRESS / STRAND	6.1.3.1.	Multiply and divide decimals and fractions, using efficient and generalizable procedures, including standard algorithms.  <u>Alliance to Save Energy</u> 6-12 Shower Audit Calculations
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INDICATORS OF PROGRESS / STRAND	6.1.3.2.	Use the meanings of fractions, multiplication, division and the inverse relationship between multiplication and division to make sense of procedures for multiplying and dividing fractions.  <u>Alliance to Save Energy</u> 6-12 Shower Audit Calculations
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INDICATORS OF PROGRESS / STRAND	6.1.3.4.	Solve real-world and mathematical problems requiring arithmetic with decimals, fractions and mixed numbers.  <u>Alliance to Save Energy</u> 6-12 Shower Audit Calculations
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**Minnesota Academic Standards  
Mathematics  
Grade: 7 - Adopted: 2008**

**CONTENT STANDARD / DOMAIN**      **MN.7.1. Number & Operation**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>7.1.1.</b>	<b>Read, write, represent and compare positive and negative rational numbers, expressed as integers, fractions and decimals.</b>
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INDICATORS OF PROGRESS / STRAND	7.1.1.5.	Recognize and generate equivalent representations of positive and negative rational numbers, including equivalent fractions.  <b>Alliance to Save Energy</b> <a href="#">6-12 Shower Audit Calculations</a>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.7.1.</b>	<b>Number &amp; Operation</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>7.1.2.</b>	<b>Calculate with positive and negative rational numbers, and rational numbers with whole number exponents, to solve real-world and mathematical problems.</b>
INDICATORS OF PROGRESS / STRAND	7.1.2.1.	Add, subtract, multiply and divide positive and negative rational numbers that are integers, fractions and terminating decimals; use efficient and generalizable procedures, including standard algorithms; raise positive rational numbers to whole-number exponents.  <b>Alliance to Save Energy</b> <a href="#">6-12 Shower Audit Calculations</a>
INDICATORS OF PROGRESS / STRAND	7.1.2.4.	Solve problems in various contexts involving calculations with positive and negative rational numbers and positive integer exponents, including computing simple and compound interest.  <b>Alliance to Save Energy</b> <a href="#">6-12 Shower Audit Calculations</a>

**Minnesota Academic Standards**

**Science**

Grade: K - Adopted: 2009

<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.0.1.</b>	<b>The Nature of Science and Engineering</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>0.1.1.</b>	<b>The Practice of Science</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>0.1.1.2.</b>	<b>The student will understand that scientific inquiry is a set of interrelated processes used to pose questions about the natural world and investigate phenomena.</b>
INDICATORS OF PROGRESS	0.1.1.2.1.	Use observations to develop an accurate description of a natural phenomenon and compare one's observations and descriptions with those of others.  <b>Alliance to Save Energy</b> <a href="#">How Are Energy &amp; Water Related? (Home)</a> <a href="#">How Are Energy &amp; Water Related? (School)</a>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.0.3.</b>	<b>Earth and Space Science</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>0.3.2.</b>	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>0.3.2.2.</b>	<b>The student will understand that weather can be described in measurable quantities and changes from day to day and with the seasons.</b>

INDICATORS OF PROGRESS 0.3.2.2.2. Identify the sun as a source of heat and light.

**Alliance to Save Energy**

- How Is Energy Made? (Home)
- How Is Energy Made? (School)
- What is Sustainability? (Home)
- What is Sustainability? (School)

**Minnesota Academic Standards**

**Science**

Grade: 1 - Adopted: 2009

**CONTENT STANDARD / DOMAIN** MN.1.1. **The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	1.1.1.	<b>The Practice of Science</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	1.1.1.1.	<b>The student will understand that scientists work as individuals and groups to investigate the natural world, emphasizing evidence and communicating with others.</b>

INDICATORS OF PROGRESS 1.1.1.1.1. When asked "How do you know?," students support their answer with observations.

**Alliance to Save Energy**

- How Are Energy & Water Related? (Home)
- How Are Energy & Water Related? (School)

INDICATORS OF PROGRESS 1.1.1.1.2. Recognize that describing things as accurately as possible is important in science because it enables people to compare their observations with those of others.

**Alliance to Save Energy**

- Holiday Fun! (Home)
- Holiday Fun! (School)
- How Are Energy & Water Related? (Home)
- How Are Energy & Water Related? (School)
- How Do We Save Energy? (Home)
- How Do We Save Energy? (School)
- How Is Energy Made? (Home)
- How Is Energy Made? (School)
- Student Presentation (Home)
- Student Presentation (School)
- What Uses Energy (Home)
- What Uses Energy (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)
- Who Helps Save Energy? (Home)
- Who Helps Save Energy? (School)

**CONTENT STANDARD / DOMAIN** MN.1.1. **The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	1.1.3.	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
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INDICATORS OF PROGRESS / STRAND	1.1.3.2.	The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.
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INDICATORS OF PROGRESS

1.1.3.2.1. Recognize that tools are used by people, including scientists and engineers, to gather information and solve problems.

**Alliance to Save Energy**

- How Are Energy & Water Related? (Home)
- How Are Energy & Water Related? (School)
- How Is Energy Made? (Home)
- How Is Energy Made? (School)

**Minnesota Academic Standards**

**Science**

Grade: 2 - Adopted: 2009

CONTENT STANDARD / DOMAIN

**MN.2.1. The Nature of Science and Engineering**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	2.1.1.	The Practice of Science
INDICATORS OF PROGRESS / STRAND	2.1.1.2.	The student will understand that scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena.

INDICATORS OF PROGRESS

2.1.1.2.1. Raise questions about the natural world and seek answers by making careful observations, noting what happens when you interact with an object, and sharing the answers with others.

**Alliance to Save Energy**

- Holiday Fun! (Home)
- Holiday Fun! (School)
- How Are Energy & Water Related? (Home)
- How Are Energy & Water Related? (School)
- How Do We Save Energy? (Home)
- How Do We Save Energy? (School)
- How Is Energy Made? (Home)
- How Is Energy Made? (School)
- Student Presentation (Home)
- Student Presentation (School)
- What Uses Energy (Home)
- What Uses Energy (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)
- Who Helps Save Energy? (Home)
- Who Helps Save Energy? (School)

**Minnesota Academic Standards**

**Science**

Grade: 3 - Adopted: 2009

CONTENT STANDARD / DOMAIN

**MN.3.1. The Nature of Science and Engineering**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.1.	The Practice of Science
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INDICATORS OF PROGRESS / STRAND	3.1.1.2.	The student will understand that scientific inquiry is a set of interrelated processes incorporating multiple approaches that are used to pose questions about the natural world and investigate phenomena.
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INDICATORS OF PROGRESS 3.1.1.2.3. Maintain a record of observations, procedures and explanations, being careful to distinguish between actual observations and ideas about what was observed.

**Alliance to Save Energy**

- 3-5 Energy Audit Video
- 3-8 Water Audit
- Appliance Audit
- Carbon Footprint Journal
- Energy Patrol Contest
- HVAC Audit
- Home Energy Audit
- Lighting Audit
- School Audit

CONTENT STANDARD / DOMAIN MN.3.1. The Nature of Science and Engineering

PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.3.	Interactions Among Science, Technology, Engineering, Mathematics, and Society
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INDICATORS OF PROGRESS / STRAND	3.1.3.2.	The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.
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INDICATORS OF PROGRESS 3.1.3.2.2. Recognize that the practice of science and/or engineering involves many different kinds of work and engages men and women of all ages and backgrounds.

**Alliance to Save Energy**

- 3-5 Green Your Career Video
- 3-5 My Future Green Career
- Green Career Guest Speaker
- My Future Green Career Presentation

CONTENT STANDARD / DOMAIN MN.3.1. The Nature of Science and Engineering

PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.3.	Interactions Among Science, Technology, Engineering, Mathematics, and Society
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INDICATORS OF PROGRESS / STRAND	3.1.3.4.	The student will understand that tools and mathematics help scientists and engineers see more, measure more accurately, and do things that they could not otherwise accomplish.
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INDICATORS OF PROGRESS 3.1.3.4.1. Use tools, including rulers, thermometers, magnifiers and simple balances, to improve observations and keep a record of the observations made.

**Alliance to Save Energy**

- 3-5 Energy Audit Video
- 3-8 Water Audit
- Appliance Audit
- HVAC Audit
- Home Energy Audit
- Lighting Audit
- School Audit

**Science**  
Grade: 4 - Adopted: 2009

**CONTENT STANDARD / DOMAIN**      **MN.4.1. The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	4.1.2.	<b>Practice of Engineering</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.1.2.1.	<b>The student will understand that engineers design, create and develop structures, processes and systems that are intended to improve society and may make humans more productive.</b>

INDICATORS OF PROGRESS      4.1.2.1.1. Describe the positive and negative impacts that the designed world has on the natural world as more and more engineered products and services are created and used.

**Alliance to Save Energy**

- [3-5 Climate Video](#)
- [3-5 Energy Basics Video](#)
- [3-5 Environmental Justice Video](#)
- [3-5 Explore Renewables Video](#)
- [3-5 Green Your Career Video](#)
- [3-8 Custodial Presentation & Pledge](#)
- [Assembly Announcement](#)
- [Family Presentation](#)
- [Staff Presentation](#)

**CONTENT STANDARD / DOMAIN**      **MN.4.1. The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	4.1.2.	<b>Practice of Engineering</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.1.2.2.	<b>The student will understand that engineering design is the process of identifying problems, developing multiple solutions, selecting the best possible solution, and building the product.</b>

INDICATORS OF PROGRESS      4.1.2.2.1. Identify and investigate a design solution and describe how it was used to solve an everyday problem.

**Alliance to Save Energy**

- [3-5 Climate Video](#)
- [3-5 Explore Renewables Video](#)
- [3-5 Green Your Career Video](#)

**CONTENT STANDARD / DOMAIN**      **MN.4.1. The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	4.1.3.	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	4.1.3.3.	<b>The student will understand that the needs of any society influence the technologies that are developed and how they are used.</b>

INDICATORS OF PROGRESS	4.1.3.3.1.	Describe a situation in which one invention led to other inventions.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Green Your Career Video</a>
CONTENT STANDARD / DOMAIN	MN.4.3.	<b>Earth and Space Science</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT	4.3.4.	<b>Human Interactions with Earth Systems</b>
INDICATORS OF PROGRESS / STRAND	4.3.4.1.	<b>The student will understand that in order to improve their existence, humans interact with and influence Earth systems.</b>

INDICATORS OF PROGRESS	4.3.4.1.1.	Describe how the methods people utilize to obtain and use water in their homes and communities can affect water supply and quality.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Climate Video</a> <a href="#">3-8 Water Audit</a> <a href="#">Water Awareness Posters</a> <a href="#">Water Saving Awareness</a>
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**Minnesota Academic Standards**

**Science**

Grade: 5 - Adopted: 2009

CONTENT STANDARD / DOMAIN	MN.5.1.	<b>The Nature of Science and Engineering</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.1.1.	<b>The Practice of Science</b>
INDICATORS OF PROGRESS / STRAND	5.1.1.2.	<b>The student will understand that scientific inquiry requires identification of assumptions, use of critical and logical thinking, and consideration of alternative explanations.</b>

INDICATORS OF PROGRESS	5.1.1.2.2.	Identify and collect relevant evidence, make systematic observations and accurate measurements, and identify variables in a scientific investigation.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Energy Audit Video</a> <a href="#">3-8 Water Audit</a> <a href="#">Appliance Audit</a> <a href="#">Carbon Footprint Journal</a> <a href="#">Energy Patrol Contest</a> <a href="#">HVAC Audit</a> <a href="#">Home Energy Audit</a> <a href="#">Lighting Audit</a> <a href="#">School Audit</a>
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CONTENT STANDARD / DOMAIN	MN.5.1.	<b>The Nature of Science and Engineering</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.1.3.	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>

INDICATORS OF PROGRESS / STRAND	5.1.3.2.	The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.
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INDICATORS OF PROGRESS 5.1.3.2.1. Describe how science and engineering influence and are influenced by local traditions and beliefs.

**Alliance to Save Energy**  
[3-5 Carbon Rank Competition](#)  
[3-5 Environmental Justice Video](#)  
[3-5 Explore Renewables Video](#)

CONTENT STANDARD / DOMAIN MN.5.1. The Nature of Science and Engineering

PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.1.3.	Interactions Among Science, Technology, Engineering, Mathematics, and Society
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INDICATORS OF PROGRESS / STRAND	5.1.3.4.	The student will understand that tools and mathematics help scientists and engineers see more, measure more accurately, and do things that they could not otherwise accomplish.
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INDICATORS OF PROGRESS 5.1.3.4.1. Use appropriate tools and techniques in gathering, analyzing and interpreting data.

**Alliance to Save Energy**  
[3-5 Energy Audit Video](#)  
[3-8 Water Audit](#)  
[Appliance Audit](#)  
[HVAC Audit](#)  
[Home Energy Audit](#)  
[Lighting Audit](#)  
[School Audit](#)

CONTENT STANDARD / DOMAIN MN.5.3. Earth and Space Science

PERFORMANCE INDICATOR / DOMAIN COMPONENT	5.3.4.	Human Interaction with Earth Systems
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INDICATORS OF PROGRESS / STRAND	5.3.4.1.	The student will understand that in order to maintain and improve their existence, humans interact with and influence Earth systems.
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INDICATORS OF PROGRESS 5.3.4.1.1. Identify renewable and non-renewable energy and material resources that are found in Minnesota and describe how they are used.

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

INDICATORS OF PROGRESS	5.3.4.1.2.	<p>Give examples of how mineral and energy resources are obtained and processed and how that processing modifies their properties to make them more useful.</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Climate Video  3-5 Energy Basics Video  3-5 Explore Renewables Energy Poster Project  3-5 Explore Renewables Video  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Carbon Footprint Calculator  Family Presentation  Staff Presentation</p>
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INDICATORS OF PROGRESS	5.3.4.1.3.	<p>Compare the impact of individual decisions on natural systems.</p> <p><b><u>Alliance to Save Energy</u></b>  3-5 Carbon Rank Competition  3-5 Climate Video  3-5 Energy Basics Video  3-5 Explore Renewables Video  3-5 Final Presentation &amp; Peer Performance  3-5 Green Your Career Video  3-8 Custodial Presentation &amp; Pledge  3-8 Water Audit  Amelia Airflow 3-5  Appliance Audit  Assembly Announcement  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  HVAC Audit  Home Energy Audit  Home Energy Demand Pledge  Lighting Audit  Poster Campaign  School Audit  Shutdown Reminders  Staff Presentation  Water Awareness Posters  Water Saving Awareness</p>
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**CONTENT STANDARD / DOMAIN**      **MN.5.4. Life Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	5.4.4.	<b>Human Interactions with Living Systems</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	5.4.4.1.	<b>The student will understand that humans change environments in ways that can be either beneficial or harmful to themselves and other organisms.</b>

INDICATORS OF PROGRESS 5.4.4.1.1. Give examples of beneficial and harmful human interaction with natural systems.

- Alliance to Save Energy**  
[3-5 Carbon Rank Competition](#)  
[3-5 Climate Video](#)  
[3-5 Energy Basics Video](#)  
[3-8 Custodial Presentation & Pledge](#)  
 Assembly Announcement  
 Carbon Footprint Calculator  
 Family Presentation  
 Staff Presentation

**Minnesota Academic Standards**  
**Science**  
 Grade: 6 - Adopted: 2009

**CONTENT STANDARD / DOMAIN** MN.6.1. **The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	6.1.2.	<b>The Practice of Engineering</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	6.1.2.1.	<b>The student will understand that engineers create, develop and manufacture machines, structures, processes and systems that impact society and may make humans more productive.</b>

INDICATORS OF PROGRESS 6.1.2.1.1. Identify a common engineered system and evaluate its impact on the daily life of humans.

- Alliance to Save Energy**  
[Amelia Airflow 6-8](#)  
[Mr. BTU 6-8](#)  
[Net Zero School Design](#)

INDICATORS OF PROGRESS 6.1.2.1.2. Recognize that there is no perfect design and that new technologies have consequences that may increase some risks and decrease others.

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

INDICATORS OF PROGRESS 6.1.2.1.4. Explain the importance of learning from past failures, in order to inform future designs of similar products or systems.

- Alliance to Save Energy**  
[6-8 Explore Renewables Video](#)  
[6-8 Green Your Career Video](#)

**CONTENT STANDARD / DOMAIN** MN.6.1. **The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>6.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.1.3.1.</b>	<b>The student will understand that designed and natural systems exist in the world. These systems consist of components that act within the system and interact with other systems.</b>

INDICATORS OF PROGRESS

6.1.3.1.1. Describe a system in terms of its subsystems and parts, as well as its inputs, processes and outputs.

**Alliance to Save Energy**

[6-8 Climate Video](#)

[Amelia Airflow 6-8](#)

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INDICATORS OF PROGRESS

6.1.3.1.2. Distinguish between open and closed systems.

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**CONTENT STANDARD / DOMAIN**

**MN.6.1. The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>6.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.1.3.4.</b>	<b>The student will understand that current and emerging technologies have enabled humans to develop and use models to understand and communicate how natural and designed systems work and interact.</b>

INDICATORS OF PROGRESS

6.1.3.4.1. Determine and use appropriate safe procedures, tools, measurements, graphs and mathematical analyses to describe and investigate natural and designed systems in a physical science context.

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**CONTENT STANDARD / DOMAIN**

**MN.6.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>6.2.1.</b>	<b>Matter</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.2.1.2.</b>	<b>The student will understand that substances can undergo physical changes which do not change the composition or the total mass of the substance in a closed system.</b>

INDICATORS OF PROGRESS

6.2.1.2.3. Use the relationship between heat and the motion and arrangement of particles in solids, liquids and gases to explain melting, freezing, boiling and evaporation.

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**CONTENT STANDARD / DOMAIN**

**MN.6.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>6.2.2.</b>	<b>Motion</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.2.2.2.</b>	<b>The student will understand that forces have magnitude and direction and govern the motion of objects.</b>

INDICATORS OF PROGRESS 6.2.2.2.3. Recognize that some forces between objects act when the objects are in direct contact and others, such as magnetic, electrical and gravitational forces can act from a distance.

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- [6-8 Energy Basics Video](#)
- [6-8 Explore Renewables Video](#)
- [6-8 Understanding Energy Demand Video](#)

**CONTENT STANDARD / DOMAIN** **MN.6.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>6.2.3.</b>	<b>Energy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.2.3.2.</b>	<b>The student will understand that energy can be transformed within a system or transferred to other systems or the environment.</b>

INDICATORS OF PROGRESS 6.2.3.2.2. Trace the changes of energy forms, including thermal, electrical, chemical, mechanical or others as energy is used in devices.

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INDICATORS OF PROGRESS 6.2.3.2.3. Describe how energy is transferred in conduction, convection and radiation.

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- [6-8 Explore Renewables Video](#)

Grade: 6 - Adopted: 2010

**CONTENT STANDARD / DOMAIN** **MN.6.13. Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND 6.13.4.4. Determine the meaning of symbols, equations, graphical representations, tabular representations, 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.

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- [School Audit](#)

**CONTENT STANDARD / DOMAIN**      **MN.6.13. Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND      6.13.7.7.      Compare and 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, table, map).

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[Net Zero School Design](#)  
[Poster Campaign](#)  
[Water Awareness Posters](#)

INDICATORS OF PROGRESS / STRAND      6.13.8.8.      Distinguish among claims, evidence, reasoning, facts, and reasoned judgment based on research findings, and speculation in a text.

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**CONTENT STANDARD / DOMAIN**      **MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.14.2.2</b>	<b>Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</b>

INDICATORS OF PROGRESS      6.14.2.2.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.

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[6-8 My Future Green Career](#)  
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[Assembly Announcement](#)  
[Family Presentation](#)  
[My Future Green Career Presentation](#)  
[Net Zero School Design](#)  
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INDICATORS OF PROGRESS      6.14.2.2.      Develop the topic with relevant, credible, sufficient, and well-chosen facts, definitions, concrete details, quotations, or other information and examples.

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INDICATORS OF PROGRESS	6.14.2.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
INDICATORS OF PROGRESS	6.14.2.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
INDICATORS OF PROGRESS	6.14.2.2.e	Establish and maintain a formal style and objective tone.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
INDICATORS OF PROGRESS	6.14.2.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>

**CONTENT STANDARD / DOMAIN**

**MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	6.14.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">3-8 Water Audit</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">6-8 Carbon Rank Competition</a>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Appliance Audit</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">Family Presentation</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 6-8</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">School Audit</a>  <a href="#">Staff Presentation</a>  <a href="#">Water Awareness Posters</a></p>

INDICATORS OF PROGRESS / STRAND	6.14.5.5.	<p>With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose, discipline, and audience have been addressed.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
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INDICATORS OF PROGRESS / STRAND	6.14.6.6.	<p>Use technology, including, but not limited to, the Internet, to produce and publish writing and multi-media texts, and present the relationships between information and ideas clearly and efficiently.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Staff Presentation</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	6.14.7.7.	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Net Zero School Design</a></p>
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INDICATORS OF PROGRESS / STRAND	6.14.8.8.	<p>Gather relevant information from multiple data, print, physical (e.g., artifacts, objects, images), and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Net Zero School Design</a></p>
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INDICATORS OF PROGRESS / STRAND	6.14.9.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Net Zero School Design</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
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INDICATORS OF PROGRESS / STRAND 6.14.10.1 0. 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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 6-8 Explore Renewables Energy Poster Project  
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 Assembly Announcement  
 Family Presentation  
 My Future Green Career Presentation  
 Net Zero School Design  
 Staff Presentation

**Minnesota Academic Standards  
 Science**

Grade: 7 - Adopted: 2009

**CONTENT STANDARD / DOMAIN** MN.7.4. Life Science

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	7.4.4.	<b>Human Interactions with Living Systems</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	7.4.4.1.	<b>The student will understand that human activity can change living organisms and ecosystems.</b>

INDICATORS OF PROGRESS 7.4.4.1.2. Describe ways that human activities can change the populations and communities in an ecosystem.

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 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

Grade: 7 - Adopted: 2010

**CONTENT STANDARD / DOMAIN** MN.6.13. Reading Benchmarks: Literacy in Science and Technical Subjects 6-12

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	6.13.4.4.	<p>Determine the meaning of symbols, equations, graphical representations, tabular representations, 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.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Energy Audit Video</a>  <a href="#">Appliance Audit</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.6.13. Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	6.13.7.7.	<p>Compare and 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, table, map).</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 6-8</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Poster Campaign</a>  <a href="#">Water Awareness Posters</a></p>
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INDICATORS OF PROGRESS / STRAND	6.13.8.8.	<p>Distinguish among claims, evidence, reasoning, facts, and reasoned judgment based on research findings, and speculation in a text.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Net Zero School Design</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
INDICATORS OF PROGRESS / STRAND	6.14.2.2	<p>Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</p>

INDICATORS OF PROGRESS	6.14.2.2.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><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS	6.14.2.2.b	<p>Develop the topic with relevant, credible, sufficient, and well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
INDICATORS OF PROGRESS	6.14.2.2.c	<p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
INDICATORS OF PROGRESS	6.14.2.2.d	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
INDICATORS OF PROGRESS	6.14.2.2.e	<p>Establish and maintain a formal style and objective tone.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
INDICATORS OF PROGRESS	6.14.2.2.f	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12</b>	
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Production and Distribution of Writing</b>	

INDICATORS OF PROGRESS / STRAND	6.14.4.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  3-8 Water Audit  6-12 Final Presentation &amp; Peer Performance  6-8 Carbon Rank Competition  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Amelia Airflow 6-8  Appliance Audit  Assembly Announcement  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  HVAC Audit  Home Energy Audit  Lighting Audit  Mr. BTU 6-8  My Future Green Career Presentation  Net Zero School Design  School Audit  Staff Presentation  Water Awareness Posters</p>
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INDICATORS OF PROGRESS / STRAND	6.14.5.5.	<p>With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose, discipline, and audience have been addressed.</p> <p><b><u>Alliance to Save Energy</u></b>  6-8 My Future Green Career  Amelia Airflow 6-8</p>
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INDICATORS OF PROGRESS / STRAND	6.14.6.6.	<p>Use technology, including, but not limited to, the Internet, to produce and publish writing and multi-media texts, and present the relationships between information and ideas clearly and efficiently.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  6-12 Final Presentation &amp; Peer Performance  Assembly Announcement  Family Presentation  My Future Green Career Presentation  Net Zero School Design  Staff Presentation</p>
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**CONTENT STANDARD / DOMAIN**      **MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	6.14.7.7.	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b><u>Alliance to Save Energy</u></b>  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Net Zero School Design</p>
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INDICATORS OF PROGRESS / STRAND	6.14.8.8.	Gather relevant information from multiple data, print, physical (e.g., artifacts, objects, images), and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <b><u>Alliance to Save Energy</u></b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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INDICATORS OF PROGRESS / STRAND	6.14.9.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b><u>Alliance to Save Energy</u></b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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**CONTENT STANDARD / DOMAIN**      **MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
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INDICATORS OF PROGRESS / STRAND	6.14.10.1 0.	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.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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**Minnesota Academic Standards  
Science  
Grade: 8 - Adopted: 2009**

**CONTENT STANDARD / DOMAIN**      **MN.8.1. The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>8.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>8.1.3.2.</b>	<b>The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in engineering design and scientific inquiry.</b>

INDICATORS OF PROGRESS	8.1.3.2.1.	Describe examples of important contributions to the advancement of science, engineering and technology made by individuals representing different groups and cultures at different times in history.  <b><u>Alliance to Save Energy</u></b> 6-8 Environmental Justice Video 6-8 Green Your Career Video
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**CONTENT STANDARD / DOMAIN**      **MN.8.1. The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>8.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>8.1.3.3.</b>	<b>The student will understand that science and engineering operate in the context of society and both influence and are influenced by this context.</b>

INDICATORS OF PROGRESS      8.1.3.3.1.      Explain how constraints like scientific laws and engineering principles, as well as economic, political, social, and ethical expectations, must be taken into account in designing engineering solutions or conducting scientific investigations.

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[6-8 Environmental Justice Video](#)

INDICATORS OF PROGRESS      8.1.3.3.2.      Understand that scientific knowledge is always changing as new technologies and information enhance observations and analysis of data.

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

INDICATORS OF PROGRESS      8.1.3.3.3.      Provide examples of how advances in technology have impacted the ways in which people live, work and interact.

**Alliance to Save Energy**  
[6-8 Climate Video](#)  
[6-8 Explore Renewables Video](#)  
[6-8 Green Your Career Video](#)  
[Mr. BTU 6-8](#)

**CONTENT STANDARD / DOMAIN**      **MN.8.1. The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>8.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>8.1.3.4.</b>	<b>The student will understand that current and emerging technologies have enabled humans to develop and use models to understand and communicate how natural and designed systems work and interact.</b>

INDICATORS OF PROGRESS      8.1.3.4.2.      Determine and use appropriate safety procedures, tools, measurements, graphs and mathematical analyses to describe and investigate natural and designed systems in Earth and physical science contexts.

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

**CONTENT STANDARD / DOMAIN**      **MN.8.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>8.3.2.</b>	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>8.3.2.1.</b>	<b>The student will understand that the sun is the principal external energy source for the Earth.</b>

INDICATORS OF PROGRESS      8.3.2.1.3. Explain how heating of the Earth's surface and atmosphere by the sun drives convection within the atmosphere and hydrosphere producing winds, ocean currents and the water cycle, as well as influencing global climate.

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

**CONTENT STANDARD / DOMAIN**      **MN.8.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>8.3.2.</b>	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>8.3.2.2.</b>	<b>The student will understand that patterns of atmospheric movement influence global climate and local weather.</b>

INDICATORS OF PROGRESS      8.3.2.2.1. Describe how the composition and structure of the Earth's atmosphere affects energy absorption, climate and distribution of particulates and gases.

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

INDICATORS OF PROGRESS      8.3.2.2.3. Relate global weather patterns to patterns in regional and local weather.

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

**CONTENT STANDARD / DOMAIN**      **MN.8.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>8.3.4.</b>	<b>Human Interactions with Earth Systems</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>8.3.4.1.</b>	<b>The student will understand that in order to maintain and improve their existence, humans interact with and influence Earth systems.</b>

INDICATORS OF PROGRESS	8.3.4.1.1.	<p>Describe how mineral and fossil fuel resources have formed over millions of years, and explain why these resources are finite and non-renewable over human time frames.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Climate Video</a>  <a href="#">6-8 Energy Basics Video</a>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 Explore Renewables Video</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
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INDICATORS OF PROGRESS	8.3.4.1.2.	<p>Recognize that land and water use practices in specific areas affect natural processes and that natural processes interfere and interact with human systems.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Water Audit</a>  <a href="#">6-8 Climate Video</a>  <a href="#">Water Awareness Posters</a>  <a href="#">Water Saving Awareness</a></p>
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Grade: 8 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.6.13. Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	6.13.4.4.	<p>Determine the meaning of symbols, equations, graphical representations, tabular representations, 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.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Energy Audit Video</a>  <a href="#">Appliance Audit</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">School Audit</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.6.13. Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	6.13.7.7.	Compare and 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, table, map).  <b>Alliance to Save Energy</b> 6-8 Explore Renewables Energy Poster Project Amelia Airflow 6-8 Carbon Footprint Calculator Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign Water Awareness Posters
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INDICATORS OF PROGRESS / STRAND	6.13.8.8.	Distinguish among claims, evidence, reasoning, facts, and reasoned judgment based on research findings, and speculation in a text.  <b>Alliance to Save Energy</b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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**CONTENT STANDARD / DOMAIN**      **MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>6.14.2.2</b>	<b>Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</b>

INDICATORS OF PROGRESS	6.14.2.2.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.  <b>Alliance to Save Energy</b> 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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INDICATORS OF PROGRESS	6.14.2.2.b.	Develop the topic with relevant, credible, sufficient, and well-chosen facts, definitions, concrete details, quotations, or other information and examples.  <b>Alliance to Save Energy</b> 6-8 My Future Green Career Amelia Airflow 6-8
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INDICATORS OF PROGRESS	6.14.2.2.c	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
INDICATORS OF PROGRESS	6.14.2.2.d	Use precise language and domain-specific vocabulary to inform about or explain the topic.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
INDICATORS OF PROGRESS	6.14.2.2.e	Establish and maintain a formal style and objective tone.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
INDICATORS OF PROGRESS	6.14.2.2.f	Provide a concluding statement or section that follows from and supports the information or explanation presented.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>

**CONTENT STANDARD / DOMAIN**

**MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	6.14.4.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">3-8 Water Audit</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">6-8 Carbon Rank Competition</a>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a>  <a href="#">Appliance Audit</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">Family Presentation</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 6-8</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">School Audit</a>  <a href="#">Staff Presentation</a>  <a href="#">Water Awareness Posters</a></p>

INDICATORS OF PROGRESS / STRAND	6.14.5.5.	<p>With some guidance and support from peers and adults, use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on how well purpose, discipline, and audience have been addressed.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Amelia Airflow 6-8</a></p>
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INDICATORS OF PROGRESS / STRAND	6.14.6.6.	<p>Use technology, including, but not limited to, the Internet, to produce and publish writing and multi-media texts, and present the relationships between information and ideas clearly and efficiently.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-8 Custodial Presentation &amp; Pledge</a>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Net Zero School Design</a>  <a href="#">Staff Presentation</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	6.14.7.7.	<p>Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Net Zero School Design</a></p>
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INDICATORS OF PROGRESS / STRAND	6.14.8.8.	<p>Gather relevant information from multiple data, print, physical (e.g., artifacts, objects, images), and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Net Zero School Design</a></p>
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INDICATORS OF PROGRESS / STRAND	6.14.9.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-8 Explore Renewables Energy Poster Project</a>  <a href="#">6-8 My Future Green Career</a>  <a href="#">Net Zero School Design</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.6.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
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INDICATORS OF PROGRESS / STRAND 6.14.10.1 0. 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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[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](#)

**Minnesota Academic Standards  
 Science**

Grade: 9 - Adopted: 2009

**CONTENT STANDARD / DOMAIN** MN.9.1. **The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.1.</b>	<b>The Practice of Science</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.1.1.</b>	<b>The student will understand that science is a way of knowing about the natural world that is characterized by empirical criteria, logical argument and skeptical review.</b>

INDICATORS OF PROGRESS 9.1.1.1.2. Understand that scientists conduct investigations for a variety of reasons: to discover new aspects of the natural world, to explain recently observed phenomena, to test the conclusions of prior investigations, or to test the predictions of current theories.

- Alliance to Save Energy**  
[9-12 Water Audit](#)  
[Appliance Audit](#)  
[Carbon Footprint Calculator](#)  
[Carbon Footprint Journal](#)  
[Energy Patrol Contest](#)  
[HVAC Audit](#)  
[Home Energy Audit](#)  
[Lighting Audit](#)  
[School Audit](#)

INDICATORS OF PROGRESS 9.1.1.1.5. Identify sources of bias and how bias might influence the direction of research and the interpretation of data.

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

INDICATORS OF PROGRESS 9.1.1.1.6. Describe how changes in scientific knowledge generally occur in incremental steps that include and build on earlier knowledge.

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

INDICATORS OF PROGRESS	9.1.1.1.7.	Explain how scientific and technological innovations - as well as new evidence - can challenge portions of, or entire accepted theories and models including, but not limited to: cell theory, atomic theory, theory of evolution, plate tectonic theory, germ theory of disease, and the big bang theory.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Environmental Justice Video</a>
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**CONTENT STANDARD / DOMAIN**      **MN.9.1.    The Nature of Science and Engineering**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.1.2.	<b>The Practice of Engineering</b>
INDICATORS OF PROGRESS / STRAND	9.1.2.1.	<b>The student will understand that engineering is a way of addressing human needs by applying science concepts and mathematical techniques to develop new products, tools, processes and systems.</b>

INDICATORS OF PROGRESS	9.1.2.1.1.	Understand that engineering designs and products must be continually checked and critiqued for alternatives, risks, costs and benefits, so that subsequent designs are refined and improved.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> Mr. BAS Mr. BTU 9-12 Professor Frio
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INDICATORS OF PROGRESS	9.1.2.1.2.	Recognize that risk analysis is used to determine the potential positive and negative consequences of using a new technology or design, including the evaluation of causes and effects of failures.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> Mr. BAS Mr. BTU 9-12 Professor Frio
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INDICATORS OF PROGRESS	9.1.2.1.3.	Explain and give examples of how, in the design of a device or process, engineers consider how it is to be manufactured, operated, maintained, replaced and disposed of.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> Mr. BAS Mr. BTU 9-12 Professor Frio
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**CONTENT STANDARD / DOMAIN**      **MN.9.1.    The Nature of Science and Engineering**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.1.3.	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
INDICATORS OF PROGRESS / STRAND	9.1.3.1.	<b>The student will understand that natural and designed systems are made up of components that act within a system and interact with other systems.</b>

INDICATORS OF PROGRESS	9.1.3.1.1.	<p>Describe a system, including specifications of boundaries and subsystems, relationships to other systems, and identification of inputs and expected outputs.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Mr. BAS</a>  <a href="#">Mr. BTU 9-12</a>  <a href="#">Professor Frio</a></p>
INDICATORS OF PROGRESS	9.1.3.1.2.	<p>Identify properties of a system that are different from those of its parts but appear because of the interaction of those parts.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Mr. BAS</a>  <a href="#">Mr. BTU 9-12</a>  <a href="#">Professor Frio</a></p>
INDICATORS OF PROGRESS	9.1.3.1.3.	<p>Describe how positive and/or negative feedback occur in systems.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Mr. BAS</a>  <a href="#">Mr. BTU 9-12</a>  <a href="#">Professor Frio</a></p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.1.</b>	<b>The Nature of Science and Engineering</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.3.2.</b>	<b>The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in scientific inquiry and engineering design.</b>
INDICATORS OF PROGRESS	9.1.3.2.1.	<p>Provide examples of how diverse cultures, including natives from all of the Americas, have contributed scientific and mathematical ideas and technological inventions.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Environmental Justice Video</a></p>
INDICATORS OF PROGRESS	9.1.3.2.2.	<p>Analyze possible careers in science and engineering in terms of education requirements, working practices and rewards.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Green Your Career Video</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a></p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.1.</b>	<b>The Nature of Science and Engineering</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.3.4.</b>	<b>The student will understand that science, technology, engineering and mathematics rely on each other to enhance knowledge and understanding.</b>

INDICATORS OF PROGRESS 9.1.3.4.1. Describe how technological problems and advances often create a demand for new scientific knowledge, improved mathematics and new technologies.

**Alliance to Save Energy**

- 9-12 Climate Video
- 9-12 Explore Renewables Video
- Mr. BAS
- Mr. BTU 9-12
- Professor Frio

INDICATORS OF PROGRESS 9.1.3.4.2. Determine and use appropriate safety procedures, tools, computers and measurement instruments in science and engineering contexts.

**Alliance to Save Energy**

- 6-12 Final Presentation & Peer Performance
- 9-12 Water Audit
- Appliance Audit
- Capstone Project
- Carbon Footprint Calculator
- Carbon Footprint Journal
- Green Future Design
- HVAC Audit
- Home Energy Audit
- Lighting Audit
- My Future Green Career Presentation
- School Audit

INDICATORS OF PROGRESS 9.1.3.4.3. Select and use appropriate numeric, symbolic, pictorial, or graphical representation to communicate scientific ideas, procedures and experimental results.

**Alliance to Save Energy**

- 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. BTU 9-12
- My Future Green Career Presentation
- Poster Campaign
- School Audit
- Staff Presentation
- Water Awareness Posters
- Water Saving Awareness

**CONTENT STANDARD / DOMAIN**      **MN.9.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.2.3.</b>	<b>Energy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.2.3.2.</b>	<b>The student will understand that energy can be transformed within a system or transferred to other systems or the environment, but is always conserved.</b>

INDICATORS OF PROGRESS      9.2.3.2.2. Calculate and explain the energy, work and power involved in energy transfers in a mechanical system.

**Alliance to Save Energy**  
Mr. BAS

**CONTENT STANDARD / DOMAIN**      **MN.9.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.2.4.</b>	<b>Human Interaction with Physical Systems</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.2.4.1.</b>	<b>The student will understand that there are benefits, costs and risks to different means of generating and using energy.</b>

INDICATORS OF PROGRESS      9.2.4.1.1. Compare local and global environmental and economic advantages and disadvantages of generating electricity using various sources or energy.

**Alliance to Save Energy**  
6-12 Final Presentation & Peer Performance  
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 Understanding Energy Demand Video  
Assembly Announcement  
Family Presentation  
Staff Presentation

INDICATORS OF PROGRESS      9.2.4.1.2. Describe the trade-offs involved when technological developments impact the way we use energy, natural resources, or synthetic materials.

**Alliance to Save Energy**  
6-12 Final Presentation & Peer Performance  
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 Understanding Energy Demand Video  
Assembly Announcement  
Family Presentation  
Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.2.</b>	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.2.1.</b>	<b>The student will understand that the Earth system has internal and external sources of energy, which produce heat and drive the motion of material in the oceans, atmosphere and solid earth.</b>

INDICATORS OF PROGRESS      9.3.2.1.1. Compare and contrast the energy sources of the Earth, including the sun, the decay of radioactive isotopes and gravitational energy.

- Alliance to Save Energy**  
[9-12 Energy Basics Video](#)  
[9-12 Explore Renewables Energy Poster Project](#)  
[9-12 Explore Renewables Video](#)

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.2.</b>	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.2.2.</b>	<b>The student will understand that global climate is determined by distribution of energy from the sun at the Earth's surface.</b>

INDICATORS OF PROGRESS      9.3.2.2.2. Explain how evidence from the geologic record, including ice core samples, indicates that climate changes have occurred at varying rates over geologic time and continue to occur today.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.3.</b>	<b>The Universe</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.3.2.</b>	<b>The student will understand that the solar system, sun, and Earth formed over billions of years.</b>

INDICATORS OF PROGRESS      9.3.3.2.2. Explain how the Earth evolved into its present habitable form through interactions among the solid earth, the oceans, the atmosphere and organisms.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.4.</b>	<b>Human Interactions with the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.4.1.</b>	<b>The student will understand that people consider potential benefits, costs and risks to make decisions on how they interact with natural systems.</b>

INDICATORS OF PROGRESS 9.3.4.1.1. Analyze the benefits, costs, risks and tradeoffs associated with natural hazards, including the selection of land use and engineering mitigation.

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

INDICATORS OF PROGRESS 9.3.4.1.2. Explain how human activity and natural processes are altering the hydrosphere, biosphere, lithosphere and atmosphere, including pollution, topography and climate.

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

**CONTENT STANDARD / DOMAIN** **MN.9.4. Life Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.4.4.</b>	<b>Human Interactions with Living Systems</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.4.4.1.</b>	<b>The student will understand that human activity has consequences on living organisms and ecosystems.</b>

INDICATORS OF PROGRESS 9.4.4.1.2. Describe the social, economic and ecological risks and benefits of changing a natural ecosystem as a result of human activity.

**Alliance to Save Energy**  
[9-12 Carbon Rank Competition](#)  
[9-12 Climate Video](#)  
[9-12 Custodial Presentation & Pledge](#)  
[9-12 Energy Basics Video](#)  
[Assembly Announcement](#)  
[Carbon Footprint Calculator](#)  
[Family Presentation](#)  
[Staff Presentation](#)

Grade: 9 - Adopted: 2010

**CONTENT STANDARD / DOMAIN** **MN.9.13. Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	9.13.4.4.	<p>Determine the meaning of symbols, equations, graphical representations, tabular representations, 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.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Energy Audit Video</a>  <a href="#">Appliance Audit</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 9-12</a>  <a href="#">School Audit</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.13. Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	9.13.7.7.	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Energy Audit Video</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Appliance Audit</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Green Future Design</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 9-12</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Poster Campaign</a>  <a href="#">School Audit</a>  <a href="#">Water Awareness Posters</a></p>
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INDICATORS OF PROGRESS / STRAND	9.13.8.8.	<p>Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
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INDICATORS OF PROGRESS / STRAND	9.14.1.1	Write arguments focused on discipline-specific content.
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INDICATORS OF PROGRESS	9.14.1.1.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.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.9.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.14.2.2</b>	<b>Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</b>

INDICATORS OF PROGRESS	9.14.2.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>

INDICATORS OF PROGRESS	9.14.2.2.b	Develop the topic with well-chosen, relevant, credible and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>

INDICATORS OF PROGRESS	9.14.2.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>

INDICATORS OF PROGRESS	9.14.2.2. d.	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
INDICATORS OF PROGRESS	9.14.2.2. e.	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
INDICATORS OF PROGRESS	9.14.2.2.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><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.9.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Production and Distribution of Writing</b>
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INDICATORS OF PROGRESS / STRAND	9.14.4.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Carbon Rank Competition</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">9-12 Water Audit</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Appliance Audit</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Energy Patrol Contest</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BAS</a>  <a href="#">Mr. BTU 9-12</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Professor Frio</a>  <a href="#">School Audit</a>  <a href="#">Staff Presentation</a>  <a href="#">Water Awareness Posters</a></p>
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INDICATORS OF PROGRESS / STRAND	9.14.5.5.	<p>Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
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INDICATORS OF PROGRESS / STRAND	9.14.6.6.	<p>Use technology, including, but not limited to, the Internet, to produce, publish, and update individual or shared writing products and multi-media texts, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	9.14.7.7.	<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 ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
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INDICATORS OF PROGRESS / STRAND	9.14.8.8.	<p>Gather relevant information from multiple authoritative data, print, physical (e.g., artifacts, objects, images), 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.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
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INDICATORS OF PROGRESS / STRAND	9.14.9.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
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INDICATORS OF PROGRESS / STRAND      9.14.10.1      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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 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

**Minnesota Academic Standards  
 Science  
 Grade: 10 - Adopted: 2009**

**CONTENT STANDARD / DOMAIN**      **MN.9.1. The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.1.</b>	<b>The Practice of Science</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.1.1.</b>	<b>The student will understand that science is a way of knowing about the natural world that is characterized by empirical criteria, logical argument and skeptical review.</b>

INDICATORS OF PROGRESS      9.1.1.1.2.      Understand that scientists conduct investigations for a variety of reasons: to discover new aspects of the natural world, to explain recently observed phenomena, to test the conclusions of prior investigations, or to test the predictions of current theories.

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 Appliance Audit  
 Carbon Footprint Calculator  
 Carbon Footprint Journal  
 Energy Patrol Contest  
 HVAC Audit  
 Home Energy Audit  
 Lighting Audit  
 School Audit

INDICATORS OF PROGRESS      9.1.1.1.5.      Identify sources of bias and how bias might influence the direction of research and the interpretation of data.

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 9-12 Climate Video  
 9-12 Explore Renewables Video

INDICATORS OF PROGRESS	9.1.1.1.6.	Describe how changes in scientific knowledge generally occur in incremental steps that include and build on earlier knowledge.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Environmental Justice Video</a>
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INDICATORS OF PROGRESS	9.1.1.1.7.	Explain how scientific and technological innovations - as well as new evidence - can challenge portions of, or entire accepted theories and models including, but not limited to: cell theory, atomic theory, theory of evolution, plate tectonic theory, germ theory of disease, and the big bang theory.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Environmental Justice Video</a>
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**CONTENT STANDARD / DOMAIN**      **MN.9.1.    The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.2.</b>	<b>The Practice of Engineering</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.2.1.</b>	<b>The student will understand that engineering is a way of addressing human needs by applying science concepts and mathematical techniques to develop new products, tools, processes and systems.</b>

INDICATORS OF PROGRESS	9.1.2.1.1.	Understand that engineering designs and products must be continually checked and critiqued for alternatives, risks, costs and benefits, so that subsequent designs are refined and improved.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> <a href="#">Mr. BAS</a> <a href="#">Mr. BTU 9-12</a> <a href="#">Professor Frio</a>
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INDICATORS OF PROGRESS	9.1.2.1.2.	Recognize that risk analysis is used to determine the potential positive and negative consequences of using a new technology or design, including the evaluation of causes and effects of failures.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> <a href="#">Mr. BAS</a> <a href="#">Mr. BTU 9-12</a> <a href="#">Professor Frio</a>
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INDICATORS OF PROGRESS	9.1.2.1.3.	Explain and give examples of how, in the design of a device or process, engineers consider how it is to be manufactured, operated, maintained, replaced and disposed of.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> <a href="#">Mr. BAS</a> <a href="#">Mr. BTU 9-12</a> <a href="#">Professor Frio</a>
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**CONTENT STANDARD / DOMAIN**      **MN.9.1.    The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.3.1.</b>	<b>The student will understand that natural and designed systems are made up of components that act within a system and interact with other systems.</b>

INDICATORS OF PROGRESS

9.1.3.1.1. Describe a system, including specifications of boundaries and subsystems, relationships to other systems, and identification of inputs and expected outputs.

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INDICATORS OF PROGRESS

9.1.3.1.2. Identify properties of a system that are different from those of its parts but appear because of the interaction of those parts.

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INDICATORS OF PROGRESS

9.1.3.1.3. Describe how positive and/or negative feedback occur in systems.

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**CONTENT STANDARD / DOMAIN**

**MN.9.1. The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.3.2.</b>	<b>The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in scientific inquiry and engineering design.</b>

INDICATORS OF PROGRESS

9.1.3.2.1. Provide examples of how diverse cultures, including natives from all of the Americas, have contributed scientific and mathematical ideas and technological inventions.

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INDICATORS OF PROGRESS	9.1.3.2.2.	Analyze possible careers in science and engineering in terms of education requirements, working practices and rewards.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Green Your Career Video</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a></p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.1.</b>	<b>The Nature of Science and Engineering</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	9.1.3.	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	9.1.3.4.	<b>The student will understand that science, technology, engineering and mathematics rely on each other to enhance knowledge and understanding.</b>
INDICATORS OF PROGRESS	9.1.3.4.1.	Describe how technological problems and advances often create a demand for new scientific knowledge, improved mathematics and new technologies.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Explore Renewables Video</a>  <a href="#">Mr. BAS</a>  <a href="#">Mr. BTU 9-12</a>  <a href="#">Professor Frio</a></p>
INDICATORS OF PROGRESS	9.1.3.4.2.	Determine and use appropriate safety procedures, tools, computers and measurement instruments in science and engineering contexts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Water Audit</a>  <a href="#">Appliance Audit</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Green Future Design</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">School Audit</a></p>

INDICATORS OF PROGRESS	9.1.3.4.3.	Select and use appropriate numeric, symbolic, pictorial, or graphical representation to communicate scientific ideas, procedures and experimental results.  <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. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
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**CONTENT STANDARD / DOMAIN**

**MN.9.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	9.2.3.	Energy
<b>INDICATORS OF PROGRESS / STRAND</b>	9.2.3.2.	The student will understand that energy can be transformed within a system or transferred to other systems or the environment, but is always conserved.

**INDICATORS OF PROGRESS**

9.2.3.2.2. Calculate and explain the energy, work and power involved in energy transfers in a mechanical system.

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**CONTENT STANDARD / DOMAIN**

**MN.9.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	9.2.4.	Human Interaction with Physical Systems
<b>INDICATORS OF PROGRESS / STRAND</b>	9.2.4.1.	The student will understand that there are benefits, costs and risks to different means of generating and using energy.

INDICATORS OF PROGRESS	9.2.4.1.1.	<p>Compare local and global environmental and economic advantages and disadvantages of generating electricity using various sources or energy.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Energy Audit Video</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">9-12 Environmental Justice Video</a>  <a href="#">9-12 Explore Renewables Video</a>  <a href="#">9-12 Understanding Energy Demand Video</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
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INDICATORS OF PROGRESS	9.2.4.1.2.	<p>Describe the trade-offs involved when technological developments impact the way we use energy, natural resources, or synthetic materials.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Energy Audit Video</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">9-12 Environmental Justice Video</a>  <a href="#">9-12 Explore Renewables Video</a>  <a href="#">9-12 Understanding Energy Demand Video</a>  <a href="#">Assembly Announcement</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	9.3.2.	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	9.3.2.1.	<b>The student will understand that the Earth system has internal and external sources of energy, which produce heat and drive the motion of material in the oceans, atmosphere and solid earth.</b>

INDICATORS OF PROGRESS      9.3.2.1.1.      Compare and contrast the energy sources of the Earth, including the sun, the decay of radioactive isotopes and gravitational energy.

- Alliance to Save Energy**  
[9-12 Energy Basics Video](#)  
[9-12 Explore Renewables Energy Poster Project](#)  
[9-12 Explore Renewables Video](#)

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	9.3.2.	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	9.3.2.2.	<b>The student will understand that global climate is determined by distribution of energy from the sun at the Earth's surface.</b>

INDICATORS OF PROGRESS	9.3.2.2.	Explain how evidence from the geologic record, including ice core samples, indicates that climate changes have occurred at varying rates over geologic time and continue to occur today.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">Carbon Footprint Calculator</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.3.3.	The Universe
INDICATORS OF PROGRESS / STRAND	9.3.3.2.	The student will understand that the solar system, sun, and Earth formed over billions of years.

INDICATORS OF PROGRESS	9.3.3.2..	Explain how the Earth evolved into its present habitable form through interactions among the solid earth, the oceans, the atmosphere and organisms.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.3.4.	Human Interactions with the Earth System
INDICATORS OF PROGRESS / STRAND	9.3.4.1.	The student will understand that people consider potential benefits, costs and risks to make decisions on how they interact with natural systems.

INDICATORS OF PROGRESS	9.3.4.1.1.	Analyze the benefits, costs, risks and tradeoffs associated with natural hazards, including the selection of land use and engineering mitigation.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>

INDICATORS OF PROGRESS	9.3.4.1.2.	Explain how human activity and natural processes are altering the hydrosphere, biosphere, lithosphere and atmosphere, including pollution, topography and climate.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Carbon Rank Competition</a>  <a href="#">9-12 Climate Video</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">9-12 Explore Renewables Video</a>  <a href="#">Assembly Announcement</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.9.4. Life Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	9.4.4.	<b>Human Interactions with Living Systems</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	9.4.4.1.	<b>The student will understand that human activity has consequences on living organisms and ecosystems.</b>

INDICATORS OF PROGRESS 9.4.4.1.2. Describe the social, economic and ecological risks and benefits of changing a natural ecosystem as a result of human activity.

**Alliance to Save Energy**

[9-12 Carbon Rank Competition](#)

[9-12 Climate Video](#)

[9-12 Custodial Presentation & Pledge](#)

[9-12 Energy Basics Video](#)

[Assembly Announcement](#)

[Carbon Footprint Calculator](#)

[Family Presentation](#)

[Staff Presentation](#)

Grade: 10 - Adopted: 2010

**CONTENT STANDARD / DOMAIN** MN.9.13. **Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND 9.13.4.4. Determine the meaning of symbols, equations, graphical representations, tabular representations, 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.

**Alliance to Save Energy**

[9-12 Energy Audit Video](#)

[Appliance Audit](#)

[Carbon Footprint Calculator](#)

[HVAC Audit](#)

[Home Energy Audit](#)

[Lighting Audit](#)

[Mr. BTU 9-12](#)

[School Audit](#)

**CONTENT STANDARD / DOMAIN** MN.9.13. **Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	9.13.7.7.	<p>Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.</p> <p><b>Alliance to Save Energy</b>  <a href="#">9-12 Energy Audit Video</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Appliance Audit</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Calculator</a>  <a href="#">Green Future Design</a>  <a href="#">HVAC Audit</a>  <a href="#">Home Energy Audit</a>  <a href="#">Lighting Audit</a>  <a href="#">Mr. BTU 9-12</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Poster Campaign</a>  <a href="#">School Audit</a>  <a href="#">Water Awareness Posters</a></p>
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INDICATORS OF PROGRESS / STRAND	9.13.8.8.	<p>Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.</p> <p><b>Alliance to Save Energy</b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
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**CONTENT STANDARD / DOMAIN**

**MN.9.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	9.14.1.1	<b>Write arguments focused on discipline-specific content.</b>

INDICATORS OF PROGRESS	9.14.1.1.d	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><b>Alliance to Save Energy</b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
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**CONTENT STANDARD / DOMAIN**

**MN.9.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	9.14.2.2	<b>Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</b>

INDICATORS OF PROGRESS	9.14.2.2.a	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS	9.14.2.2. b.	Develop the topic with well-chosen, relevant, credible and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
INDICATORS OF PROGRESS	9.14.2.2.c	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
INDICATORS OF PROGRESS	9.14.2.2. d.	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
INDICATORS OF PROGRESS	9.14.2.2. e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>

INDICATORS OF PROGRESS	<p>9.14.2.2.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> <p><b><u>Alliance to Save Energy</u></b>  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project</p>
<b>CONTENT STANDARD / DOMAIN</b>	<p><b>MN.9.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12</b></p>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<p><b>Production and Distribution of Writing</b></p>
INDICATORS OF PROGRESS / STRAND	<p>9.14.4.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Professor Frio  School Audit  Staff Presentation  Water Awareness Posters</p>
INDICATORS OF PROGRESS / STRAND	<p>9.14.5.5. Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project</p>

INDICATORS OF PROGRESS / STRAND	9.14.6.6.	<p>Use technology, including, but not limited to, the Internet, to produce, publish, and update individual or shared writing products and multi-media texts, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Research to Build and Present Knowledge</b>
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INDICATORS OF PROGRESS / STRAND	9.14.7.7.	<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 ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
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INDICATORS OF PROGRESS / STRAND	9.14.8.8.	<p>Gather relevant information from multiple authoritative data, print, physical (e.g., artifacts, objects, images), 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.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
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INDICATORS OF PROGRESS / STRAND	9.14.9.9.	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
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**CONTENT STANDARD / DOMAIN**      **MN.9.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Range of Writing</b>
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INDICATORS OF PROGRESS / STRAND	9.14.10.1	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><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Assembly Announcement  Capstone Project  Family Presentation  Green Future Design  My Future Green Career Presentation  Staff Presentation</p>

**Minnesota Academic Standards  
Science  
Grade: 11 - Adopted: 2009**

**CONTENT STANDARD / DOMAIN**      **MN.9.1. The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.1.</b>	<b>The Practice of Science</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.1.1.</b>	<b>The student will understand that science is a way of knowing about the natural world that is characterized by empirical criteria, logical argument and skeptical review.</b>

INDICATORS OF PROGRESS	9.1.1.1.2.	Understand that scientists conduct investigations for a variety of reasons: to discover new aspects of the natural world, to explain recently observed phenomena, to test the conclusions of prior investigations, or to test the predictions of current theories.
		<p><b><u>Alliance to Save Energy</u></b>  9-12 Water Audit  Appliance Audit  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  HVAC Audit  Home Energy Audit  Lighting Audit  School Audit</p>

INDICATORS OF PROGRESS	9.1.1.1.5.	Identify sources of bias and how bias might influence the direction of research and the interpretation of data.
		<p><b><u>Alliance to Save Energy</u></b>  9-12 Climate Video  9-12 Explore Renewables Video</p>

INDICATORS OF PROGRESS	9.1.1.1.6.	Describe how changes in scientific knowledge generally occur in incremental steps that include and build on earlier knowledge.
		<p><b><u>Alliance to Save Energy</u></b>  9-12 Environmental Justice Video</p>

INDICATORS OF PROGRESS	9.1.1.1.7.	Explain how scientific and technological innovations - as well as new evidence - can challenge portions of, or entire accepted theories and models including, but not limited to: cell theory, atomic theory, theory of evolution, plate tectonic theory, germ theory of disease, and the big bang theory.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Environmental Justice Video</a>
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**CONTENT STANDARD / DOMAIN**      **MN.9.1.    The Nature of Science and Engineering**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.1.2.	<b>The Practice of Engineering</b>
INDICATORS OF PROGRESS / STRAND	9.1.2.1.	<b>The student will understand that engineering is a way of addressing human needs by applying science concepts and mathematical techniques to develop new products, tools, processes and systems.</b>

INDICATORS OF PROGRESS	9.1.2.1.1.	Understand that engineering designs and products must be continually checked and critiqued for alternatives, risks, costs and benefits, so that subsequent designs are refined and improved.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> Mr. BAS Mr. BTU 9-12 Professor Frio
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INDICATORS OF PROGRESS	9.1.2.1.2.	Recognize that risk analysis is used to determine the potential positive and negative consequences of using a new technology or design, including the evaluation of causes and effects of failures.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> Mr. BAS Mr. BTU 9-12 Professor Frio
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INDICATORS OF PROGRESS	9.1.2.1.3.	Explain and give examples of how, in the design of a device or process, engineers consider how it is to be manufactured, operated, maintained, replaced and disposed of.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> Mr. BAS Mr. BTU 9-12 Professor Frio
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**CONTENT STANDARD / DOMAIN**      **MN.9.1.    The Nature of Science and Engineering**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.1.3.	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
INDICATORS OF PROGRESS / STRAND	9.1.3.1.	<b>The student will understand that natural and designed systems are made up of components that act within a system and interact with other systems.</b>

INDICATORS OF PROGRESS	9.1.3.1.1.	Describe a system, including specifications of boundaries and subsystems, relationships to other systems, and identification of inputs and expected outputs.  <b><u>Alliance to Save Energy</u></b> 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio
INDICATORS OF PROGRESS	9.1.3.1.2.	Identify properties of a system that are different from those of its parts but appear because of the interaction of those parts.  <b><u>Alliance to Save Energy</u></b> 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio
INDICATORS OF PROGRESS	9.1.3.1.3.	Describe how positive and/or negative feedback occur in systems.  <b><u>Alliance to Save Energy</u></b> 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.1.</b>	<b>The Nature of Science and Engineering</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.3.2.</b>	<b>The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in scientific inquiry and engineering design.</b>
INDICATORS OF PROGRESS	9.1.3.2.1.	Provide examples of how diverse cultures, including natives from all of the Americas, have contributed scientific and mathematical ideas and technological inventions.  <b><u>Alliance to Save Energy</u></b> 9-12 Environmental Justice Video
INDICATORS OF PROGRESS	9.1.3.2.2.	Analyze possible careers in science and engineering in terms of education requirements, working practices and rewards.  <b><u>Alliance to Save Energy</u></b> 9-12 Green Your Career Video 9-12 My Future Green Career Green Future Design My Future Green Career Presentation
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.1.</b>	<b>The Nature of Science and Engineering</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.3.4.</b>	<b>The student will understand that science, technology, engineering and mathematics rely on each other to enhance knowledge and understanding.</b>

INDICATORS OF PROGRESS 9.1.3.4.1. Describe how technological problems and advances often create a demand for new scientific knowledge, improved mathematics and new technologies.

**Alliance to Save Energy**

9-12 Climate Video  
 9-12 Explore Renewables Video  
 Mr. BAS  
 Mr. BTU 9-12  
 Professor Frio

INDICATORS OF PROGRESS 9.1.3.4.2. Determine and use appropriate safety procedures, tools, computers and measurement instruments in science and engineering contexts.

**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance  
 9-12 Water Audit  
 Appliance Audit  
 Capstone Project  
 Carbon Footprint Calculator  
 Carbon Footprint Journal  
 Green Future Design  
 HVAC Audit  
 Home Energy Audit  
 Lighting Audit  
 My Future Green Career Presentation  
 School Audit

INDICATORS OF PROGRESS 9.1.3.4.3. Select and use appropriate numeric, symbolic, pictorial, or graphical representation to communicate scientific ideas, procedures and experimental results.

**Alliance to Save Energy**

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. BTU 9-12  
 My Future Green Career Presentation  
 Poster Campaign  
 School Audit  
 Staff Presentation  
 Water Awareness Posters  
 Water Saving Awareness

**CONTENT STANDARD / DOMAIN**      **MN.9.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.2.3.</b>	<b>Energy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.2.3.2.</b>	<b>The student will understand that energy can be transformed within a system or transferred to other systems or the environment, but is always conserved.</b>

INDICATORS OF PROGRESS      9.2.3.2. Calculate and explain the energy, work and power involved in energy transfers in a mechanical system.

**Alliance to Save Energy**  
Mr. BAS

**CONTENT STANDARD / DOMAIN**      **MN.9.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.2.4.</b>	<b>Human Interaction with Physical Systems</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.2.4.1.</b>	<b>The student will understand that there are benefits, costs and risks to different means of generating and using energy.</b>

INDICATORS OF PROGRESS      9.2.4.1.1. Compare local and global environmental and economic advantages and disadvantages of generating electricity using various sources or energy.

**Alliance to Save Energy**  
6-12 Final Presentation & Peer Performance  
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 Understanding Energy Demand Video  
Assembly Announcement  
Family Presentation  
Staff Presentation

INDICATORS OF PROGRESS      9.2.4.1.2. Describe the trade-offs involved when technological developments impact the way we use energy, natural resources, or synthetic materials.

**Alliance to Save Energy**  
6-12 Final Presentation & Peer Performance  
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 Understanding Energy Demand Video  
Assembly Announcement  
Family Presentation  
Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.2.</b>	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.2.1.</b>	<b>The student will understand that the Earth system has internal and external sources of energy, which produce heat and drive the motion of material in the oceans, atmosphere and solid earth.</b>

INDICATORS OF PROGRESS      9.3.2.1.1.      Compare and contrast the energy sources of the Earth, including the sun, the decay of radioactive isotopes and gravitational energy.

- Alliance to Save Energy**  
[9-12 Energy Basics Video](#)  
[9-12 Explore Renewables Energy Poster Project](#)  
[9-12 Explore Renewables Video](#)

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.2.</b>	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.2.2.</b>	<b>The student will understand that global climate is determined by distribution of energy from the sun at the Earth's surface.</b>

INDICATORS OF PROGRESS      9.3.2.2.2.      Explain how evidence from the geologic record, including ice core samples, indicates that climate changes have occurred at varying rates over geologic time and continue to occur today.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.3.</b>	<b>The Universe</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.3.2.</b>	<b>The student will understand that the solar system, sun, and Earth formed over billions of years.</b>

INDICATORS OF PROGRESS      9.3.3.2.2.      Explain how the Earth evolved into its present habitable form through interactions among the solid earth, the oceans, the atmosphere and organisms.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.4.</b>	<b>Human Interactions with the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.4.1.</b>	<b>The student will understand that people consider potential benefits, costs and risks to make decisions on how they interact with natural systems.</b>

INDICATORS OF PROGRESS 9.3.4.1.1. Analyze the benefits, costs, risks and tradeoffs associated with natural hazards, including the selection of land use and engineering mitigation.

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

INDICATORS OF PROGRESS 9.3.4.1.2. Explain how human activity and natural processes are altering the hydrosphere, biosphere, lithosphere and atmosphere, including pollution, topography and climate.

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

**CONTENT STANDARD / DOMAIN** **MN.9.4. Life Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.4.4.</b>	<b>Human Interactions with Living Systems</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.4.4.1.</b>	<b>The student will understand that human activity has consequences on living organisms and ecosystems.</b>

INDICATORS OF PROGRESS 9.4.4.1.2. Describe the social, economic and ecological risks and benefits of changing a natural ecosystem as a result of human activity.

**Alliance to Save Energy**  
[9-12 Carbon Rank Competition](#)  
[9-12 Climate Video](#)  
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[Family Presentation](#)  
[Staff Presentation](#)

Grade: 11 - Adopted: 2010

**CONTENT STANDARD / DOMAIN** **MN.11.13 Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	<p>11.13.1.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project  Green Future Design</p>
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**CONTENT STANDARD / DOMAIN**      **MN.11.13 Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	<p>11.13.4.4. Determine the meaning of symbols, equations, graphical representations, tabular representations, 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.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Energy Audit Video  Appliance Audit  Carbon Footprint Calculator  HVAC Audit  Home Energy Audit  Lighting Audit  Mr. BTU 9-12  School Audit</p>
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**CONTENT STANDARD / DOMAIN**      **MN.11.13 Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	<p>11.13.7.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Assembly Announcement  Capstone Project  Family Presentation  Green Future Design  My Future Green Career Presentation  Staff Presentation</p>
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INDICATORS OF PROGRESS / STRAND	<p>11.13.8.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Energy Audit Video  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  School Audit</p>
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INDICATORS OF PROGRESS / STRAND	<p>11.13.9.9. 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.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Professor Frio  School Audit  Staff Presentation  Water Awareness Posters</p>
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**CONTENT STANDARD / DOMAIN**      **MN.11.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Text Types and Purposes</b>
INDICATORS OF PROGRESS / STRAND	<p>11.14.1.1. Write arguments focused on discipline-specific content.</p>

INDICATORS OF PROGRESS 11.14.1.1. 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

**CONTENT STANDARD / DOMAIN MN.11.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	11.14.2.2.	<b>Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</b>

INDICATORS OF PROGRESS 11.14.2.2. 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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 9-12 My Future Green Career  
 Amelia Airflow 9-12  
 Assembly Announcement  
 Capstone Project  
 Carbon Footprint Calculator  
 Family Presentation  
 Green Future Design  
 Lighting Audit  
 Mr. BTU 9-12  
 My Future Green Career Presentation  
 Poster Campaign  
 Staff Presentation  
 Water Awareness Posters

INDICATORS OF PROGRESS 11.14.2.2. b. Develop the topic thoroughly by selecting the most significant, credible, sufficient, 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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 Capstone Project  
 Family Presentation  
 Green Future Design  
 My Future Green Career Presentation  
 Staff Presentation

INDICATORS OF PROGRESS	11.14.2.2. c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
INDICATORS OF PROGRESS	11.14.2.2. d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
INDICATORS OF PROGRESS	11.14.2.2. e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
INDICATORS OF PROGRESS	11.14.2.2. 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).
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>

**CONTENT STANDARD / DOMAIN**

**MN.11.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	11.14.3.3.	(See note; not applicable as a separate requirement)

INDICATORS OF PROGRESS	11.14.3.3. a.	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.11.14 Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Production and Distribution of Writing
INDICATORS OF PROGRESS / STRAND	11.14.4.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Professor Frio  School Audit  Staff Presentation  Water Awareness Posters</p>
INDICATORS OF PROGRESS / STRAND	11.14.5.5	<p>Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project</p>
INDICATORS OF PROGRESS / STRAND	11.14.6.6	<p>Use technology, including, but not limited to, the Internet, to produce, publish, and update individual or shared writing products and multi-media texts in response to ongoing feedback, including new arguments or information.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project  Green Future Design</p>
<b>CONTENT STANDARD / DOMAIN</b>		<b>MN.11.14 Writing Benchmarks: Literacy in Science and Technical Subjects 6-12</b>

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Research to Build and Present Knowledge	
INDICATORS OF PROGRESS / STRAND	11.14.7.7.	<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 ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
INDICATORS OF PROGRESS / STRAND	11.14.8.8	<p>Gather relevant information from multiple authoritative data, print, physical (e.g., artifacts, objects, images), and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
INDICATORS OF PROGRESS / STRAND	11.14.9.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
CONTENT STANDARD / DOMAIN	MN.11.14 Writing Benchmarks: Literacy in Science and Technical Subjects 6-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Range of Writing	

INDICATORS OF PROGRESS / STRAND 11.14.10. 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 Explore Renewables Energy Poster Project](#)  
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[Amelia Airflow 9-12](#)  
[Assembly Announcement](#)  
[Capstone Project](#)  
[Family Presentation](#)  
[Green Future Design](#)  
[My Future Green Career Presentation](#)  
[Staff Presentation](#)

**Minnesota Academic Standards  
 Science  
 Grade: 12 - Adopted: 2009**

**CONTENT STANDARD / DOMAIN** MN.9.1. **The Nature of Science and Engineering**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.1.</b>	<b>The Practice of Science</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.1.1.</b>	<b>The student will understand that science is a way of knowing about the natural world that is characterized by empirical criteria, logical argument and skeptical review.</b>

INDICATORS OF PROGRESS 9.1.1.1.2. Understand that scientists conduct investigations for a variety of reasons: to discover new aspects of the natural world, to explain recently observed phenomena, to test the conclusions of prior investigations, or to test the predictions of current theories.

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[9-12 Water Audit](#)  
[Appliance Audit](#)  
[Carbon Footprint Calculator](#)  
[Carbon Footprint Journal](#)  
[Energy Patrol Contest](#)  
[HVAC Audit](#)  
[Home Energy Audit](#)  
[Lighting Audit](#)  
[School Audit](#)

INDICATORS OF PROGRESS 9.1.1.1.5. Identify sources of bias and how bias might influence the direction of research and the interpretation of data.

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

INDICATORS OF PROGRESS 9.1.1.1.6. Describe how changes in scientific knowledge generally occur in incremental steps that include and build on earlier knowledge.

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

INDICATORS OF PROGRESS	9.1.1.1.7.	Explain how scientific and technological innovations - as well as new evidence - can challenge portions of, or entire accepted theories and models including, but not limited to: cell theory, atomic theory, theory of evolution, plate tectonic theory, germ theory of disease, and the big bang theory.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Environmental Justice Video</a>
CONTENT STANDARD / DOMAIN	MN.9.1.	<b>The Nature of Science and Engineering</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.1.2.	<b>The Practice of Engineering</b>
INDICATORS OF PROGRESS / STRAND	9.1.2.1.	<b>The student will understand that engineering is a way of addressing human needs by applying science concepts and mathematical techniques to develop new products, tools, processes and systems.</b>
INDICATORS OF PROGRESS	9.1.2.1.1.	Understand that engineering designs and products must be continually checked and critiqued for alternatives, risks, costs and benefits, so that subsequent designs are refined and improved.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> Mr. BAS Mr. BTU 9-12 Professor Frio
INDICATORS OF PROGRESS	9.1.2.1.2.	Recognize that risk analysis is used to determine the potential positive and negative consequences of using a new technology or design, including the evaluation of causes and effects of failures.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> Mr. BAS Mr. BTU 9-12 Professor Frio
INDICATORS OF PROGRESS	9.1.2.1.3.	Explain and give examples of how, in the design of a device or process, engineers consider how it is to be manufactured, operated, maintained, replaced and disposed of.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Explore Renewables Video</a> Mr. BAS Mr. BTU 9-12 Professor Frio
CONTENT STANDARD / DOMAIN	MN.9.1.	<b>The Nature of Science and Engineering</b>
PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.1.3.	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
INDICATORS OF PROGRESS / STRAND	9.1.3.1.	<b>The student will understand that natural and designed systems are made up of components that act within a system and interact with other systems.</b>

INDICATORS OF PROGRESS	9.1.3.1.1.	Describe a system, including specifications of boundaries and subsystems, relationships to other systems, and identification of inputs and expected outputs.  <b><u>Alliance to Save Energy</u></b> 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio
INDICATORS OF PROGRESS	9.1.3.1.2.	Identify properties of a system that are different from those of its parts but appear because of the interaction of those parts.  <b><u>Alliance to Save Energy</u></b> 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio
INDICATORS OF PROGRESS	9.1.3.1.3.	Describe how positive and/or negative feedback occur in systems.  <b><u>Alliance to Save Energy</u></b> 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.1.</b>	<b>The Nature of Science and Engineering</b>
<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.3.2.</b>	<b>The student will understand that men and women throughout the history of all cultures, including Minnesota American Indian tribes and communities, have been involved in scientific inquiry and engineering design.</b>
INDICATORS OF PROGRESS	9.1.3.2.1.	Provide examples of how diverse cultures, including natives from all of the Americas, have contributed scientific and mathematical ideas and technological inventions.  <b><u>Alliance to Save Energy</u></b> 9-12 Environmental Justice Video
INDICATORS OF PROGRESS	9.1.3.2.2.	Analyze possible careers in science and engineering in terms of education requirements, working practices and rewards.  <b><u>Alliance to Save Energy</u></b> 9-12 Green Your Career Video 9-12 My Future Green Career Green Future Design My Future Green Career Presentation
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.9.1.</b>	<b>The Nature of Science and Engineering</b>

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.3.</b>	<b>Interactions Among Science, Technology, Engineering, Mathematics, and Society</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.3.4.</b>	<b>The student will understand that science, technology, engineering and mathematics rely on each other to enhance knowledge and understanding.</b>

INDICATORS OF PROGRESS 9.1.3.4.1. Describe how technological problems and advances often create a demand for new scientific knowledge, improved mathematics and new technologies.

**Alliance to Save Energy**

9-12 Climate Video  
 9-12 Explore Renewables Video  
 Mr. BAS  
 Mr. BTU 9-12  
 Professor Frio

INDICATORS OF PROGRESS 9.1.3.4.2. Determine and use appropriate safety procedures, tools, computers and measurement instruments in science and engineering contexts.

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6-12 Final Presentation & Peer Performance  
 9-12 Water Audit  
 Appliance Audit  
 Capstone Project  
 Carbon Footprint Calculator  
 Carbon Footprint Journal  
 Green Future Design  
 HVAC Audit  
 Home Energy Audit  
 Lighting Audit  
 My Future Green Career Presentation  
 School Audit

INDICATORS OF PROGRESS 9.1.3.4.3. Select and use appropriate numeric, symbolic, pictorial, or graphical representation to communicate scientific ideas, procedures and experimental results.

**Alliance to Save Energy**

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. BTU 9-12  
 My Future Green Career Presentation  
 Poster Campaign  
 School Audit  
 Staff Presentation  
 Water Awareness Posters  
 Water Saving Awareness

**CONTENT STANDARD / DOMAIN**      **MN.9.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.2.3.</b>	<b>Energy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.2.3.2.</b>	<b>The student will understand that energy can be transformed within a system or transferred to other systems or the environment, but is always conserved.</b>

INDICATORS OF PROGRESS      9.2.3.2.2. Calculate and explain the energy, work and power involved in energy transfers in a mechanical system.

**Alliance to Save Energy**  
Mr. BAS

**CONTENT STANDARD / DOMAIN**      **MN.9.2. Physical Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.2.4.</b>	<b>Human Interaction with Physical Systems</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.2.4.1.</b>	<b>The student will understand that there are benefits, costs and risks to different means of generating and using energy.</b>

INDICATORS OF PROGRESS      9.2.4.1.1. Compare local and global environmental and economic advantages and disadvantages of generating electricity using various sources or energy.

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6-12 Final Presentation & Peer Performance  
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 Understanding Energy Demand Video  
Assembly Announcement  
Family Presentation  
Staff Presentation

INDICATORS OF PROGRESS      9.2.4.1.2. Describe the trade-offs involved when technological developments impact the way we use energy, natural resources, or synthetic materials.

**Alliance to Save Energy**  
6-12 Final Presentation & Peer Performance  
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 Understanding Energy Demand Video  
Assembly Announcement  
Family Presentation  
Staff Presentation

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.2.</b>	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.2.1.</b>	<b>The student will understand that the Earth system has internal and external sources of energy, which produce heat and drive the motion of material in the oceans, atmosphere and solid earth.</b>

INDICATORS OF PROGRESS      9.3.2.1.1. Compare and contrast the energy sources of the Earth, including the sun, the decay of radioactive isotopes and gravitational energy.

- Alliance to Save Energy**  
[9-12 Energy Basics Video](#)  
[9-12 Explore Renewables Energy Poster Project](#)  
[9-12 Explore Renewables Video](#)

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.2.</b>	<b>Interdependence Within the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.2.2.</b>	<b>The student will understand that global climate is determined by distribution of energy from the sun at the Earth's surface.</b>

INDICATORS OF PROGRESS      9.3.2.2.2. Explain how evidence from the geologic record, including ice core samples, indicates that climate changes have occurred at varying rates over geologic time and continue to occur today.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.3.</b>	<b>The Universe</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.3.2.</b>	<b>The student will understand that the solar system, sun, and Earth formed over billions of years.</b>

INDICATORS OF PROGRESS      9.3.3.2.2. Explain how the Earth evolved into its present habitable form through interactions among the solid earth, the oceans, the atmosphere and organisms.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Earth and Space Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.4.</b>	<b>Human Interactions with the Earth System</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.4.1.</b>	<b>The student will understand that people consider potential benefits, costs and risks to make decisions on how they interact with natural systems.</b>

INDICATORS OF PROGRESS 9.3.4.1.1. Analyze the benefits, costs, risks and tradeoffs associated with natural hazards, including the selection of land use and engineering mitigation.

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

INDICATORS OF PROGRESS 9.3.4.1.2. Explain how human activity and natural processes are altering the hydrosphere, biosphere, lithosphere and atmosphere, including pollution, topography and climate.

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

**CONTENT STANDARD / DOMAIN** **MN.9.4. Life Science**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.4.4.</b>	<b>Human Interactions with Living Systems</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.4.4.1.</b>	<b>The student will understand that human activity has consequences on living organisms and ecosystems.</b>

INDICATORS OF PROGRESS 9.4.4.1.2. Describe the social, economic and ecological risks and benefits of changing a natural ecosystem as a result of human activity.

**Alliance to Save Energy**  
[9-12 Carbon Rank Competition](#)  
[9-12 Climate Video](#)  
[9-12 Custodial Presentation & Pledge](#)  
[9-12 Energy Basics Video](#)  
[Assembly Announcement](#)  
[Carbon Footprint Calculator](#)  
[Family Presentation](#)  
[Staff Presentation](#)

Grade: 12 - Adopted: 2010

**CONTENT STANDARD / DOMAIN** **MN.11.13 Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND	<p>11.13.1.1. Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project  Green Future Design</p>
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**CONTENT STANDARD / DOMAIN**      **MN.11.13 Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Craft and Structure</b>
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INDICATORS OF PROGRESS / STRAND	<p>11.13.4.4. Determine the meaning of symbols, equations, graphical representations, tabular representations, 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.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Energy Audit Video  Appliance Audit  Carbon Footprint Calculator  HVAC Audit  Home Energy Audit  Lighting Audit  Mr. BTU 9-12  School Audit</p>
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**CONTENT STANDARD / DOMAIN**      **MN.11.13 Reading Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND	<p>11.13.7.7. Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Assembly Announcement  Capstone Project  Family Presentation  Green Future Design  My Future Green Career Presentation  Staff Presentation</p>
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INDICATORS OF PROGRESS / STRAND	<p>11.13.8.8. Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Energy Audit Video  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  School Audit</p>
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INDICATORS OF PROGRESS / STRAND	<p>11.13.9.9. 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.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Professor Frio  School Audit  Staff Presentation  Water Awareness Posters</p>
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**CONTENT STANDARD / DOMAIN**      **MN.11.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>Text Types and Purposes</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<p>11.14.1.1. <b>Write arguments focused on discipline-specific content.</b></p>

INDICATORS OF PROGRESS 11.14.1.1. d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

**Alliance to Save Energy**  
 9-12 My Future Green Career  
 Amelia Airflow 9-12  
 Capstone Project

**CONTENT STANDARD / DOMAIN** MN.11.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	11.14.2.2.	<b>Write informative/explanatory texts, as they apply to each discipline and reporting format, including the narration of historical events, of scientific procedures/ experiments, or description of technical processes.</b>

INDICATORS OF PROGRESS 11.14.2.2. 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 Explore Renewables Energy Poster Project  
 9-12 My Future Green Career  
 Amelia Airflow 9-12  
 Assembly Announcement  
 Capstone Project  
 Carbon Footprint Calculator  
 Family Presentation  
 Green Future Design  
 Lighting Audit  
 Mr. BTU 9-12  
 My Future Green Career Presentation  
 Poster Campaign  
 Staff Presentation  
 Water Awareness Posters

INDICATORS OF PROGRESS 11.14.2.2. b. Develop the topic thoroughly by selecting the most significant, credible, sufficient, 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

INDICATORS OF PROGRESS	11.14.2.2. c.	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
INDICATORS OF PROGRESS	11.14.2.2. d.	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
INDICATORS OF PROGRESS	11.14.2.2. e.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>
INDICATORS OF PROGRESS	11.14.2.2. 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).
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a></p>

**CONTENT STANDARD / DOMAIN**

**MN.11.14. Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Text Types and Purposes
INDICATORS OF PROGRESS / STRAND	11.14.3.3.	(See note; not applicable as a separate requirement)

INDICATORS OF PROGRESS	11.14.3.3. a.	Note: Students' narrative skills continue to grow in these grades. The Standards require that students be able to incorporate narrative elements effectively into arguments and informative/explanatory texts. In history/social studies, students must be able to incorporate narrative accounts into their analyses of individuals or events of historical import.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT STANDARD / DOMAIN**      **MN.11.14 Writing Benchmarks: Literacy in Science and Technical Subjects 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Production and Distribution of Writing</b>
INDICATORS OF PROGRESS / STRAND	11.14.4.4	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to discipline, task, purpose, and audience.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Custodial Presentation &amp; Pledge  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Professor Frio  School Audit  Staff Presentation  Water Awareness Posters</p>
INDICATORS OF PROGRESS / STRAND	11.14.5.5	<p>Use a writing process to develop and strengthen writing as needed by planning, drafting, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience, and appropriate to the discipline.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project</p>
INDICATORS OF PROGRESS / STRAND	11.14.6.6	<p>Use technology, including, but not limited to, the Internet, to produce, publish, and update individual or shared writing products and multi-media texts in response to ongoing feedback, including new arguments or information.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Explore Renewables Energy Poster Project  9-12 My Future Green Career  Amelia Airflow 9-12  Capstone Project  Green Future Design</p>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.11.14 Writing Benchmarks: Literacy in Science and Technical Subjects 6-12</b>	

PERFORMANCE INDICATOR / DOMAIN COMPONENT	Research to Build and Present Knowledge	
INDICATORS OF PROGRESS / STRAND	11.14.7.7.	<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 ideas from multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
INDICATORS OF PROGRESS / STRAND	11.14.8.8	<p>Gather relevant information from multiple authoritative data, print, physical (e.g., artifacts, objects, images), and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Capstone Project</a>  <a href="#">Green Future Design</a></p>
INDICATORS OF PROGRESS / STRAND	11.14.9.9	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">9-12 Custodial Presentation &amp; Pledge</a>  <a href="#">9-12 Explore Renewables Energy Poster Project</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">Amelia Airflow 9-12</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Family Presentation</a>  <a href="#">Green Future Design</a>  <a href="#">My Future Green Career Presentation</a>  <a href="#">Staff Presentation</a></p>
CONTENT STANDARD / DOMAIN	MN.11.14 Writing Benchmarks: Literacy in Science and Technical Subjects 6-12	
PERFORMANCE INDICATOR / DOMAIN COMPONENT	Range of Writing	

INDICATORS OF PROGRESS / STRAND	11.14.10.10.	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.
		<p><b><u>Alliance to Save Energy</u></b></p> <p>6-12 Final Presentation &amp; Peer Performance</p> <p>9-12 Custodial Presentation &amp; 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>

**Minnesota Academic Standards**  
**Social Studies**  
Grade: 3 - Adopted: 2012

**CONTENT STANDARD / DOMAIN**      **MN.3.      Grade 3: Foundations of Social Studies**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.1.	Citizenship and Government
INDICATORS OF PROGRESS / STRAND	3.1.1.	Civic Skills
INDICATORS OF PROGRESS	3.1.1.1.	Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.

INDICATOR	3.1.1.1.1.	Identify ways people make a difference in the civic life of their communities, state, nation or world by working as individuals or groups to address a specific problem or need.
		<p><b><u>Alliance to Save Energy</u></b></p> <p>3-5 Environmental Justice Video</p>

**CONTENT STANDARD / DOMAIN**      **MN.3.      Grade 3: Foundations of Social Studies**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	3.4.	History
INDICATORS OF PROGRESS / STRAND	3.4.1.	Historical Thinking Skills
INDICATORS OF PROGRESS	3.4.1.1.	Historians generally construct chronological narratives to characterize eras and explain past events and change over time.

INDICATOR	3.4.1.1.2.	lines of important events in three different time scales—decades, centuries and millennia.
		<p><b><u>Alliance to Save Energy</u></b></p> <p>3-5 Environmental Justice Video</p>

**CONTENT STANDARD / DOMAIN**      **MN.5.      Grade Five: History of North America (up to 1800)**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>5.1.</b>	<b>Citizenship and Government</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>5.1.1.</b>	<b>Civic Skills</b>
<b>INDICATORS OF PROGRESS</b>	<b>5.1.1.1.</b>	<b>Democratic government depends on informed and engaged citizens who exhibit civic skills and values, practice civic discourse, vote and participate in elections, apply inquiry and analysis skills and take action to solve problems and shape public policy.</b>

INDICATOR      5.1.1.1.2.      Identify a public problem in the school or community, analyze the issue from multiple perspectives, and create an action plan to address it.

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

**Minnesota Academic Standards****Social Studies**

Grade: 6 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.6.12. Reading Benchmarks: Literacy in History/Social Studies 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Key Ideas and Details</b>
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INDICATORS OF PROGRESS / STRAND      6.12.3.3.      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, how individuals become noteworthy, how ideas develop, how geography influences history).

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

**CONTENT STANDARD / DOMAIN**      **MN.6.12. Reading Benchmarks: Literacy in History/Social Studies 6-12**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>		<b>Integration of Knowledge and Ideas</b>
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INDICATORS OF PROGRESS / STRAND      6.12.7.7.      Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

**Minnesota Academic Standards****Social Studies**

Grade: 7 - Adopted: 2010

**CONTENT STANDARD / DOMAIN**      **MN.6.12. Reading Benchmarks: Literacy in History/Social Studies 6-12**

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.12.3.3.	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, how individuals become noteworthy, how ideas develop, how geography influences history).  <u><a href="#">Alliance to Save Energy</a></u> <a href="#">6-8 Environmental Justice Video</a>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.6.12. Reading Benchmarks: Literacy in History/Social Studies 6-12</b>	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.12.7.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <u><a href="#">Alliance to Save Energy</a></u> <a href="#">6-8 Environmental Justice Video</a>

**Minnesota Academic Standards**  
**Social Studies**  
Grade: 8 - Adopted: 2010

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Key Ideas and Details
INDICATORS OF PROGRESS / STRAND	6.12.3.3.	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, how individuals become noteworthy, how ideas develop, how geography influences history).  <u><a href="#">Alliance to Save Energy</a></u> <a href="#">6-8 Environmental Justice Video</a>
<b>CONTENT STANDARD / DOMAIN</b>	<b>MN.6.12. Reading Benchmarks: Literacy in History/Social Studies 6-12</b>	

PERFORMANCE INDICATOR / DOMAIN COMPONENT		Integration of Knowledge and Ideas
INDICATORS OF PROGRESS / STRAND	6.12.7.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.  <u><a href="#">Alliance to Save Energy</a></u> <a href="#">6-8 Environmental Justice Video</a>

**Minnesota Academic Standards**  
**Social Studies**  
Grade: 9 - Adopted: 2012

**CONTENT STANDARD / DOMAIN**      **MN.9.1. Citizenship and Government**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.2.</b>	<b>Civic Values and Principles of Democracy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.2.3.</b>	<b>The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.</b>

INDICATORS OF PROGRESS      9.1.2.3.2.      Analyze how the following tools of civic engagement are used to influence the American political system: civil disobedience, initiative, referendum and recall.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.1. Citizenship and Government**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.3.</b>	<b>Rights and Responsibilities</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.3.4.</b>	<b>Individuals in a republic have rights, duties and responsibilities.</b>

INDICATORS OF PROGRESS      9.1.3.4.5.      Explain the responsibilities and duties for all individuals (citizens and non-citizens) in a republic.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Geography**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.4.</b>	<b>Human Environment Interaction</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.4.9.</b>	<b>The environment influences human actions; and humans both adapt to and change, the environment.</b>

INDICATORS OF PROGRESS      9.3.4.9.1.      Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Geography**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.4.</b>	<b>Human Environment Interaction</b>
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INDICATORS OF PROGRESS / STRAND	9.3.4.10	The meaning, use, distribution and importance of resources changes over time.
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INDICATORS OF PROGRESS 9.3.4.10.1 Describe patterns of production and consumption of fossil fuels that are traded among nations.

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

**Minnesota Academic Standards**  
**Social Studies**  
Grade: **10** - Adopted: **2012**

**CONTENT STANDARD / DOMAIN**      **MN.9.1. Citizenship and Government**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.1.2.	Civic Values and Principles of Democracy
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INDICATORS OF PROGRESS / STRAND	9.1.2.3.	The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.
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INDICATORS OF PROGRESS 9.1.2.3.2. Analyze how the following tools of civic engagement are used to influence the American political system: civil disobedience, initiative, referendum and recall.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.1. Citizenship and Government**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.1.3.	Rights and Responsibilities
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INDICATORS OF PROGRESS / STRAND	9.1.3.4.	Individuals in a republic have rights, duties and responsibilities.
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INDICATORS OF PROGRESS 9.1.3.4.5. Explain the responsibilities and duties for all individuals (citizens and non-citizens) in a republic.

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

**CONTENT STANDARD / DOMAIN**      **MN.9.3. Geography**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.3.4.	Human Environment Interaction
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INDICATORS OF PROGRESS / STRAND	9.3.4.9.	The environment influences human actions; and humans both adapt to and change, the environment.
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INDICATORS OF PROGRESS	9.3.4.9.1.	Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">9-12 Environmental Justice Video</a>
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**CONTENT STANDARD / DOMAIN**      **MN.9.3. Geography**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.3.4.	Human Environment Interaction
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INDICATORS OF PROGRESS / STRAND	9.3.4.10	The meaning, use, distribution and importance of resources changes over time.
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INDICATORS OF PROGRESS	9.3.4.10.1	Describe patterns of production and consumption of fossil fuels that are traded among nations.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">9-12 Environmental Justice Video</a>
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**Minnesota Academic Standards  
Social Studies  
Grade: 11 - Adopted: 2012**

**CONTENT STANDARD / DOMAIN**      **MN.9.1. Citizenship and Government**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.1.2.	Civic Values and Principles of Democracy
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INDICATORS OF PROGRESS / STRAND	9.1.2.3.	The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.
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INDICATORS OF PROGRESS	9.1.2.3.2.	Analyze how the following tools of civic engagement are used to influence the American political system: civil disobedience, initiative, referendum and recall.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">9-12 Environmental Justice Video</a>
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**CONTENT STANDARD / DOMAIN**      **MN.9.1. Citizenship and Government**

PERFORMANCE INDICATOR / DOMAIN COMPONENT	9.1.3.	Rights and Responsibilities
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INDICATORS OF PROGRESS / STRAND	9.1.3.4.	Individuals in a republic have rights, duties and responsibilities.
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INDICATORS OF PROGRESS	9.1.3.4.5.	Explain the responsibilities and duties for all individuals (citizens and non-citizens) in a republic.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">9-12 Environmental Justice Video</a>
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**CONTENT STANDARD / DOMAIN**      **MN.9.3. Geography**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.4.</b>	<b>Human Environment Interaction</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.4.9.</b>	<b>The environment influences human actions; and humans both adapt to and change, the environment.</b>

INDICATORS OF PROGRESS      9.3.4.9.1. Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.

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**CONTENT STANDARD / DOMAIN**      **MN.9.3. Geography**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.4.</b>	<b>Human Environment Interaction</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.4.10</b>	<b>The meaning, use, distribution and importance of resources changes over time.</b>

INDICATORS OF PROGRESS      9.3.4.10.1 Describe patterns of production and consumption of fossil fuels that are traded among nations.

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**Minnesota Academic Standards  
 Social Studies  
 Grade: 12 - Adopted: 2012**

**CONTENT STANDARD / DOMAIN**      **MN.9.1. Citizenship and Government**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.2.</b>	<b>Civic Values and Principles of Democracy</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.2.3.</b>	<b>The United States is based on democratic values and principles that include liberty, individual rights, justice, equality, the rule of law, limited government, common good, popular sovereignty, majority rule and minority rights.</b>

INDICATORS OF PROGRESS      9.1.2.3.2. Analyze how the following tools of civic engagement are used to influence the American political system: civil disobedience, initiative, referendum and recall.

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**CONTENT STANDARD / DOMAIN**      **MN.9.1. Citizenship and Government**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.1.3.</b>	<b>Rights and Responsibilities</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.1.3.4.</b>	<b>Individuals in a republic have rights, duties and responsibilities.</b>

INDICATORS OF PROGRESS

9.1.3.4.5. Explain the responsibilities and duties for all individuals (citizens and non-citizens) in a republic.

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**CONTENT STANDARD / DOMAIN**

**MN.9.3. Geography**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.4.</b>	<b>Human Environment Interaction</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.4.9.</b>	<b>The environment influences human actions; and humans both adapt to and change, the environment.</b>

INDICATORS OF PROGRESS

9.3.4.9.1. Analyze the interconnectedness of the environment and human activities (including the use of technology), and the impact of one upon the other.

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**CONTENT STANDARD / DOMAIN**

**MN.9.3. Geography**

<b>PERFORMANCE INDICATOR / DOMAIN COMPONENT</b>	<b>9.3.4.</b>	<b>Human Environment Interaction</b>
<b>INDICATORS OF PROGRESS / STRAND</b>	<b>9.3.4.10</b>	<b>The meaning, use, distribution and importance of resources changes over time.</b>

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