

**Main Criteria:** New Jersey Student Learning 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

**New Jersey Student Learning Standards**  
**Language Arts**  
Grade: 3 - Adopted: 2016

**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
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CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

STRAND		Craft and Structure
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CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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[3-5 My Future Green Career](#)

**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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CONTENT AREA / STANDARD  
 NJSLSA. W.  
**Anchor Standards: Writing**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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 Assembly Announcement  
 Carbon Footprint Journal  
 Staff Presentation

CONTENT AREA / STANDARD  
 NJSLSA. W.  
**Anchor Standards: Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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 Staff Presentation

CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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 Staff Presentation

CONTENT AREA / STANDARD  
 NJSLSA. W.  
**Anchor Standards: Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  <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
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <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
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <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 Poster Campaign Staff Presentation
CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career

**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening**  
**SL.**

STRAND		Presentation of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. SL4.	<p>Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.</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>
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CONTENT STATEMENT	NJSLSA. SL5.	<p>Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Final Presentation &amp; Peer Performance</a>  <a href="#">Family Presentation</a></p>
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**  
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STRAND		Knowledge of Language
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CONTENT STATEMENT	NJSLSA. L3.	<p>Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.</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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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**  
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STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA. L4.	<p>Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</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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CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
		<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="#">Carbon Footprint Journal</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT AREA / STANDARD**      **NJ.RL.3. Progress Indicators for Reading Literature**

<b>STRAND</b>		<b>Craft and Structure</b>
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CONTENT STATEMENT	RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections.
		<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 AREA / STANDARD**      **NJ.RL.3. Progress Indicators for Reading Literature**

<b>STRAND</b>		<b>Range of Reading and Complexity of Text</b>
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CONTENT STATEMENT	RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
		<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 AREA / STANDARD**      **NJ.RI.3. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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CONTENT STATEMENT	RI.3.1.	Ask and answer questions, and make relevant connections to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
		<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 STATEMENT	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.3.</b>	<b>Progress Indicators for Reading Informational Text</b>
<b>STRAND</b>		<b>Craft and Structure</b>
CONTENT STATEMENT	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.3.</b>	<b>Progress Indicators for Reading Informational Text</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
CONTENT STATEMENT	RI.3.7.	Use information gained from text features (e.g., illustrations, maps, photographs) and the words in a text to demonstrate understanding of the text (e.g., where, when, why, and how key events occur).  <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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RF.3.</b>	<b>Progress Indicators for Reading Foundational Skills</b>
<b>STRAND</b>		<b>Fluency</b>
<b>CONTENT STATEMENT</b>	<b>RF.3.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
CUMULATIVE PROGRESS INDICATOR	RF.3.4.A.	Read grade-level text with purpose and understanding.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CUMULATIVE PROGRESS INDICATOR	RF.3.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

**CONTENT  
AREA /  
STANDARD**

**NJ.W.3. Progress Indicators for Writing**

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

CUMULATIVE  
PROGRESS  
INDICATOR

W.3.2.A. Introduce a topic and group related information together; include text features (e.g.: illustrations, diagrams, captions) when useful to support comprehension.

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CUMULATIVE  
PROGRESS  
INDICATOR

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

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Staff Presentation

CUMULATIVE  
PROGRESS  
INDICATOR

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

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CUMULATIVE  
PROGRESS  
INDICATOR

W.3.2.D. Provide a conclusion.

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Staff Presentation

**CONTENT  
AREA /  
STANDARD**

**NJ.W.3. Progress Indicators for Writing**

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.3.3.	Write narratives to develop real or imagined experiences or events using narrative technique, descriptive details, and clear event sequences.

CUMULATIVE PROGRESS INDICATOR	W.3.3.B.	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.  <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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.3.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
CONTENT STATEMENT	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <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
CONTENT STATEMENT	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.3.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
CONTENT STATEMENT	W.3.7.	Conduct short research projects that build knowledge about a topic.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
CONTENT STATEMENT	W.3.8.	Recall information from experiences or gather information from print and digital sources; take brief notes on sources and sort evidence into provided categories.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.3.</b>	<b>Progress Indicators for Writing</b>

STRAND		Range of Writing
CONTENT STATEMENT	W.3.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self-correction 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>Alliance to Save Energy</b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

**CONTENT AREA / STANDARD**      **NJ.SL.3. Progress Indicators for Speaking and Listening**

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

CUMULATIVE PROGRESS INDICATOR	SL.3.1.A.	Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.  <b>Alliance to Save Energy</b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	SL.3.1.B.	Follow agreed-upon norms 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).  <b>Alliance to Save Energy</b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	SL.3.1.C.	Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.  <b>Alliance to Save Energy</b> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	SL.3.1.D.	Explain their own ideas and understanding in light of the discussion.  <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 Poster Campaign Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.3. Progress Indicators for Speaking and Listening</b>	
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
CONTENT STATEMENT	SL.3.2.	Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STATEMENT	SL.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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.3. Progress Indicators for Speaking and Listening</b>	
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
CONTENT STATEMENT	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.3. Progress Indicators for Language</b>	
<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	<b>L.3.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>
CUMULATIVE PROGRESS INDICATOR	L.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

**CONTENT AREA / STANDARD**      **NJ.L.3. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.3.4.</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>

CUMULATIVE  
PROGRESS  
INDICATOR

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

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**CONTENT AREA / STANDARD**      **NJ.L.3. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.3.5.</b>	<b>Demonstrate understanding of figurative language, word relationships and nuances in word meanings.</b>

CUMULATIVE  
PROGRESS  
INDICATOR

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

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**CONTENT AREA / STANDARD**      **NJ.L.3. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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CONTENT  
STATEMENT

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

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**New Jersey Student Learning Standards  
Language Arts  
Grade: 4 - Adopted: 2016**

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Craft and Structure</b>
CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Writing W.**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	NJLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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 Staff Presentation

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Writing W.**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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- Alliance to Save Energy**  
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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Writing W.**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	NJLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
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CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  <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
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Range of Writing</b>
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <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 Poster Campaign Staff Presentation
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CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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CONTENT STATEMENT	NJSLSA. SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Family Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Knowledge of Language</b>
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CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  <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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**CONTENT AREA / STANDARD**      **NJ.RL.4. Progress Indicators for Reading Literature**

STRAND		Key Ideas and Details
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CONTENT STATEMENT      RL.4.3.      Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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**CONTENT AREA / STANDARD**      **NJ.RL.4. Progress Indicators for Reading Literature**

STRAND		Craft and Structure
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CONTENT STATEMENT      RL.4.5.      Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.

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**CONTENT AREA / STANDARD**      **NJ.RL.4. Progress Indicators for Reading Literature**

STRAND		Range of Reading and Complexity of Text
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CONTENT STATEMENT      RL.4.10.      By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.

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**CONTENT AREA / STANDARD**      **NJ.RI.4. Progress Indicators for Informational Text**

STRAND		Key Ideas and Details
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CONTENT STATEMENT      RI.4.1.      Refer to details and examples in a text and make relevant connections when explaining what the text says explicitly and when drawing inferences from the text.

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CONTENT STATEMENT	RI.4.2.	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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.4.</b>	<b>Progress Indicators for Informational Text</b>
<b>STRAND</b>		<b>Craft and Structure</b>
CONTENT STATEMENT	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RI.4.</b>	<b>Progress Indicators for Informational Text</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
CONTENT STATEMENT	RI.4.7.	Interpret information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, or interactive elements on Web pages) and explain how the information contributes to an understanding of the text in which it appears.  <b><u>Alliance to Save Energy</u></b> Family Presentation Staff Presentation
CONTENT STATEMENT	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RF.4.</b>	<b>Progress Indicators for Reading Foundation Skills</b>
<b>STRAND</b>		<b>Fluency</b>
<b>CONTENT STATEMENT</b>	<b>RF.4.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
CUMULATIVE PROGRESS INDICATOR	RF.4.4.A.	Read grade-level text with purpose and understanding.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

CUMULATIVE PROGRESS INDICATOR	RF.4.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.4.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.4.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>
CUMULATIVE PROGRESS INDICATOR	W.4.2.A.	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.  <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
CUMULATIVE PROGRESS INDICATOR	W.4.2.B.	Develop the topic with facts, definitions, concrete details, text evidence, or other information and examples related to 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
CUMULATIVE PROGRESS INDICATOR	W.4.2.C.	Link ideas within paragraphs and sections of information using words and phrases (e.g., another, for example, also, because).  <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
CUMULATIVE PROGRESS INDICATOR	W.4.2.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

CUMULATIVE PROGRESS INDICATOR	W.4.2.E.	Provide a conclusion 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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.4.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
CONTENT STATEMENT	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <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
CONTENT STATEMENT	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing.  <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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.4.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
CONTENT STATEMENT	W.4.7.	Conduct short research projects that 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
CONTENT STATEMENT	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.4.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>

<b>CONTENT STATEMENT</b>	<b>W.4.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
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CUMULATIVE PROGRESS INDICATOR      W.4.9.A.      Apply grade 4 Reading standards to literature (e.g., “Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character’s thoughts, words, or actions].”).

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CUMULATIVE PROGRESS INDICATOR      W.4.9.B.      Apply grade 4 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text”).

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 Family Presentation  
 Staff Presentation

**CONTENT AREA / STANDARD**      **NJ.W.4. Progress Indicators for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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CONTENT STATEMENT      W.4.10.      Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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**CONTENT AREA / STANDARD**      **NJ.SL.4. Progress Indicators for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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<b>CONTENT STATEMENT</b>	<b>SL.4.1.</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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CUMULATIVE PROGRESS INDICATOR      SL.4.1.A.      Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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CUMULATIVE PROGRESS INDICATOR	SL.4.1.B.	Follow agreed-upon rules for discussions and carry out assigned roles.  <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 Poster Campaign Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	SL.4.1.C.	Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.  <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 Poster Campaign Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	SL.4.1.D.	Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.  <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 Poster Campaign Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.SL.4. Progress Indicators for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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CONTENT STATEMENT	SL.4.2.	Paraphrase portions of a text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.SL.4. Progress Indicators for Speaking and Listening**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	SL.4.4.	Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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CONTENT STATEMENT	SL.4.6.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.  <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 Poster Campaign Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.L.4. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.4.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CUMULATIVE PROGRESS INDICATOR	L.4.1.F.	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Carbon Footprint Journal Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.L.4. Progress Indicators for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	<b>L.4.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CUMULATIVE PROGRESS INDICATOR	L.4.3.A.	Choose words and phrases to convey ideas precisely.  <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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CUMULATIVE PROGRESS INDICATOR	L.4.3.C.	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion).  <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 Poster Campaign Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.L.4. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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<b>CONTENT STATEMENT</b>	<b>L.4.4.</b>	<b>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.</b>
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CUMULATIVE PROGRESS INDICATOR	L.4.4.A.	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.4. Progress Indicators for Language</b>
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<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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CONTENT STATEMENT	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).  <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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**New Jersey Student Learning Standards**  
**Language Arts**  
Grade: 5 - Adopted: 2016

<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. Anchor Standards: Reading R.</b>
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<b>STRAND</b>	<b>Key Ideas and Details</b>
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CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of 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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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. Anchor Standards: Reading R.</b>
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<b>STRAND</b>	<b>Craft and Structure</b>
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CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
		<p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 My Future Green Career</p>
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
		<p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  3-5 My Future Green Career  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <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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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  <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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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CONTENT STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  <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
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Range of Writing</b>
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
		<p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 Final Presentation &amp; Peer Performance  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>

**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
		<p><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>

CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
		<p><b><u>Alliance to Save Energy</u></b>  3-5 Explore Renewables Energy Poster Project  3-5 My Future Green Career</p>

**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
		<p><b><u>Alliance to Save Energy</u></b>  3-5 Final Presentation &amp; Peer Performance  Assembly Announcement  Staff Presentation</p>

CONTENT STATEMENT	NJSLSA. SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
		<p><b><u>Alliance to Save Energy</u></b>  3-5 Final Presentation &amp; Peer Performance  Family Presentation</p>

**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
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CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
		<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  Carbon Footprint Journal  Family Presentation  Staff Presentation</p>

**CONTENT AREA / STANDARD**      **NJ.RL.5. Progress Indicators for Reading Literature**

<b>STRAND</b>	<b>Range of Reading and Complexity of Text</b>
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CONTENT STATEMENT	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, with scaffolding as needed.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>

**CONTENT AREA / STANDARD**      **NJ.RI.5. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Key Ideas and Details</b>
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CONTENT STATEMENT	RI.5.2.	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
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**CONTENT AREA / STANDARD**      **NJ.RI.5. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Craft and Structure</b>
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CONTENT STATEMENT	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.RI.5. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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CONTENT STATEMENT	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s).  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.RF.5. Progress Indicators for Reading Foundation Skills**

<b>STRAND</b>		<b>Fluency</b>
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<b>CONTENT STATEMENT</b>	<b>RF.5.4.</b>	<b>Read with sufficient accuracy and fluency to support comprehension.</b>
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.A.	Read grade-level text with purpose and understanding.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	RF.5.4.C.	Use context to confirm or self-correct word recognition and understanding, rereading as necessary.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT  
AREA /  
STANDARD**

**NJ.W.5. Progress Indicators for Writing**

STRAND		Text Types and Purposes
<b>CONTENT STATEMENT</b>	<b>W.5.2.</b>	<b>Write informative/explanatory texts to examine a topic and convey ideas and information clearly.</b>

CUMULATIVE  
PROGRESS  
INDICATOR

W.5.2.A. Introduce a topic clearly to provide a focus and group related information logically; include text features such as headings, illustrations, and multimedia when useful to aiding comprehension.

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[Poster Campaign](#)  
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CUMULATIVE  
PROGRESS  
INDICATOR

W.5.2.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](#)  
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CUMULATIVE  
PROGRESS  
INDICATOR

W.5.2.C. Link ideas within paragraphs and sections of information using words, phrases, and clauses (e.g., in contrast, especially).

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[Assembly Announcement](#)  
[Carbon Footprint Journal](#)  
[Staff Presentation](#)

CUMULATIVE  
PROGRESS  
INDICATOR

W.5.2.D. Use precise language and domain-specific vocabulary to inform about or explain the topic.

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[Assembly Announcement](#)  
[Carbon Footprint Journal](#)  
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CUMULATIVE PROGRESS INDICATOR	W.5.2.E.	Provide a conclusion related to the information of 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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.5.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>
CONTENT STATEMENT	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <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
CONTENT STATEMENT	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  <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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.5.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
CONTENT STATEMENT	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different perspectives of a topic.  <b><u>Alliance to Save Energy</u></b> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
CONTENT STATEMENT	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources.  <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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.5.</b>	<b>Progress Indicators for Writing</b>

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
<b>CONTENT STATEMENT</b>	<b>W.5.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>

CUMULATIVE PROGRESS INDICATOR

W.5.9.B. Apply grade 5 Reading standards to informational texts (e.g., “Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]”).

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

**CONTENT AREA / STANDARD**      **NJ.W.5. Progress Indicators for Writing**

<b>STRAND</b>		<b>Range of Writing</b>
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CONTENT STATEMENT

W.5.10. Write routinely over extended time frames (time for research, reflection, metacognition/self-correction and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

**Alliance to Save Energy**  
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 Assembly Announcement  
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 Staff Presentation

**CONTENT AREA / STANDARD**      **NJ.SL.5. Progress Indicators for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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<b>CONTENT STATEMENT</b>	<b>SL.5.1.</b>	<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>
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CUMULATIVE PROGRESS INDICATOR

SL.5.1.A. Explicitly draw on previously read text or material and other information known about the topic to explore ideas under discussion.

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 Staff Presentation

CUMULATIVE PROGRESS INDICATOR

SL.5.1.B. Follow agreed-upon rules for discussions and carry out assigned roles.

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

CUMULATIVE PROGRESS INDICATOR	SL.5.1.C.	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.  <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 Poster Campaign Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.5. Progress Indicators for Speaking and Listening</b>	
<b>STRAND</b>	<b>Comprehension and Collaboration</b>	
CONTENT STATEMENT	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats (e.g., visually, quantitatively, and orally).  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.5. Progress Indicators for Speaking and Listening</b>	
<b>STRAND</b>	<b>Presentation of Knowledge and Ideas</b>	
CONTENT STATEMENT	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
CONTENT STATEMENT	SL.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.  <b><u>Alliance to Save Energy</u></b> 3-5 Final Presentation & Peer Performance
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.5. Progress Indicators for Language</b>	
<b>STRAND</b>	<b>Conventions of Standard English</b>	
<b>CONTENT STATEMENT</b>	<b>L.5.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CUMULATIVE PROGRESS INDICATOR	L.5.1.D.	Recognize and correct inappropriate shifts in verb tense.  <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

**CONTENT AREA / STANDARD**      **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

CUMULATIVE PROGRESS INDICATOR

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

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

**CONTENT AREA / STANDARD**      **NJ.L.5. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT

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

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

**New Jersey Student Learning Standards**  
**Language Arts**  
 Grade: 6 - Adopted: 2016

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
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CONTENT STATEMENT

NJLSA.R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

**Alliance to Save Energy**  
 3-8 Custodial Presentation & Pledge  
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CONTENT STATEMENT

NJLSA.R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

STRAND		Craft and Structure
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CONTENT STATEMENT	NJLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**Alliance to Save Energy**  
3-8 Custodial Presentation & Pledge  
Assembly Announcement  
Family Presentation  
Staff Presentation

CONTENT AREA / STANDARD NJLSA. Anchor Standards: Reading R.

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT	NJLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**Alliance to Save Energy**  
6-8 Explore Renewables Energy Poster Project  
6-8 My Future Green Career

CONTENT AREA / STANDARD NJLSA. Anchor Standards: Reading R.

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
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**Alliance to Save Energy**  
3-8 Custodial Presentation & Pledge  
Assembly Announcement  
Family Presentation  
Staff Presentation

CONTENT AREA / STANDARD NJLSA. Anchor Standards: Writing W.

STRAND		Text Types and Purposes
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CONTENT STATEMENT	NJLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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**Alliance to Save Energy**  
3-8 Custodial Presentation & Pledge  
6-12 Final Presentation & Peer Performance  
6-8 Explore Renewables Energy Poster Project  
6-8 My Future Green Career  
Assembly Announcement  
Carbon Footprint Journal  
Staff Presentation

CONTENT AREA / STANDARD NJLSA. Anchor Standards: Writing W.

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <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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CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  <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 AREA / STANDARD** NJLSA. **Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	NJLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  <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 STATEMENT	NJLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  <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 STATEMENT	NJLSA. W9.	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 Assembly Announcement Staff Presentation
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**CONTENT AREA / STANDARD** NJLSA. **Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Range of Writing</b>
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
		<p><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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
		<p><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="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>

CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
		<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></p>

**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">Assembly Announcement</a>  <a href="#">Staff Presentation</a></p>

CONTENT STATEMENT	NJSLSA. SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">Family Presentation</a></p>

**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
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CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
		<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 AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
		<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 STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
		<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 AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>	<b>Key Ideas and Details</b>
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CONTENT STATEMENT	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution.
		<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 AREA / STANDARD**      **NJ.RL.6. Progress Indicators for Reading Literature**

<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	RL.6.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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CONTENT STATEMENT	RI.6.1.	Cite textual evidence and make relevant connections 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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CONTENT STATEMENT	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STATEMENT	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes).  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Craft and Structure</b>
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CONTENT STATEMENT	RI.6.4.	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 AREA / STANDARD**      **NJ.RI.6. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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CONTENT STATEMENT	RI.6.7.	Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

STRAND		Text Types and Purposes
CONTENT STATEMENT	W.6.2.	<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>

CUMULATIVE PROGRESS INDICATOR	W.6.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia) when useful to aiding comprehension.  <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 Poster Campaign Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	W.6.2.B.	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.  <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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CUMULATIVE PROGRESS INDICATOR	W.6.2.C.	Use appropriate transitions to clarify the relationships among ideas and concepts.  <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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CUMULATIVE PROGRESS INDICATOR	W.6.2.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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CUMULATIVE PROGRESS INDICATOR	W.6.2.E.	Establish and maintain a formal/academic style, approach, and form.  <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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CUMULATIVE PROGRESS INDICATOR	W.6.2.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 AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>	<b>Production and Distribution of Writing</b>
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CONTENT STATEMENT	W.6.4.	Produce clear and coherent writing in which the development, organization, voice 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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CONTENT STATEMENT	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  <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 AREA / STANDARD**      **NJ.W.6. Progress Indicators for Writing**

<b>STRAND</b>	<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	W.6.7.	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 STATEMENT	W.6.8.	Gather relevant information from multiple print and digital sources; assess the credibility of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources.  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Staff Presentation
CONTENT AREA / STANDARD	NJ.W.6.	<b>Progress Indicators for Writing</b>
STRAND		<b>Research to Build and Present Knowledge</b>
CONTENT STATEMENT	W.6.9.	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CUMULATIVE PROGRESS INDICATOR	W.6.9.B.	Apply grade 6 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Staff Presentation
CONTENT AREA / STANDARD	NJ.W.6.	<b>Progress Indicators for Writing</b>
STRAND		<b>Range of Writing</b>
CONTENT STATEMENT	W.6.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
CONTENT AREA / STANDARD	NJ.SL.6.	<b>Progress Indicators for Speaking and Listening</b>
STRAND		<b>Comprehension and Collaboration</b>
CONTENT STATEMENT	SL.6.1.	<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>
CUMULATIVE PROGRESS INDICATOR	SL.6.1.A.	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  <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

CUMULATIVE PROGRESS INDICATOR	SL.6.1.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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CUMULATIVE PROGRESS INDICATOR	SL.6.1.C.	Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue under discussion.  <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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**CONTENT AREA / STANDARD**      **NJ.SL.6. Progress Indicators for Speaking and Listening**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	SL.6.4.	Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate speaking behaviors (e.g., 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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CONTENT STATEMENT	SL.6.5.	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
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.6.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>

CUMULATIVE PROGRESS INDICATOR	L.6.1.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
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CUMULATIVE PROGRESS INDICATOR	L.6.1.E.	Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.  <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 AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.6.4.</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>

CUMULATIVE PROGRESS INDICATOR	L.6.4.A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	L.6.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.L.6. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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CONTENT STATEMENT	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.  <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 Carbon Footprint Journal Family Presentation Staff Presentation
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**New Jersey Student Learning Standards  
Language Arts  
Grade: 7 - Adopted: 2016**

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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CONTENT STATEMENT	NJLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of 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 AREA / STANDARD** NJLSA. **Anchor Standards: Reading**  
**R.**

<b>STRAND</b>		<b>Craft and Structure</b>
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CONTENT STATEMENT	NJLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD** NJLSA. **Anchor Standards: Reading**  
**R.**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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CONTENT STATEMENT	NJLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  <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 AREA / STANDARD** NJLSA. **Anchor Standards: Reading**  
**R.**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	NJLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD** NJLSA. **Anchor Standards: Writing**  
**W.**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	NJLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
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CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
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STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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CONTENT AREA / STANDARD	NJLSA. W.	Anchor Standards: Writing
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STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	NJLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
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CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  <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 STATEMENT	NJSLSA. W9.	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 Assembly Announcement Staff Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Range of Writing</b>
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <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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CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  <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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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CONTENT STATEMENT	NJSLSA. SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Family Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Knowledge of Language</b>
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CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  <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 Carbon Footprint Journal Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.RL.7. Progress Indicators for Reading Literature**

STRAND		Craft and Structure
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CONTENT STATEMENT	RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD** NJ.RL.7. Progress Indicators for Reading Literature

STRAND		Integration of Knowledge and Ideas
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CONTENT STATEMENT	RL.7.7.	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance
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**CONTENT AREA / STANDARD** NJ.RL.7. Progress Indicators for Reading Literature

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	RL.7.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD** NJ.RI.7. Progress Indicators Informational Text

STRAND		Key Ideas and Details
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CONTENT STATEMENT	RI.7.1.	Cite several pieces of textual evidence and make relevant connections 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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CONTENT STATEMENT	RI.7.3.	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.RI.7. Progress Indicators Informational Text**

STRAND		Craft and Structure
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CONTENT STATEMENT      RI.7.4.      Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.

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**CONTENT AREA / STANDARD**      **NJ.W.7. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.7.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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CUMULATIVE PROGRESS INDICATOR      W.7.2.A.      Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).

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CUMULATIVE PROGRESS INDICATOR      W.7.2.B.      Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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CUMULATIVE PROGRESS INDICATOR      W.7.2.C.      Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.

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CUMULATIVE PROGRESS INDICATOR      W.7.2.D.      Use precise language and domain-specific vocabulary to inform about or explain the topic.

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CUMULATIVE PROGRESS INDICATOR	W.7.2.E.	Establish and maintain a formal style academic style, approach, and form.  <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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CUMULATIVE PROGRESS INDICATOR	W.7.2.F.	Provide a concluding statement or section that follows from and supports 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 AREA / STANDARD**      **NJ.W.7. Progress Indicators for Writing**

<b>STRAND</b>	<b>Production and Distribution of Writing</b>
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CONTENT STATEMENT	W.7.4.	Produce clear and coherent writing in which the development, organization, voice 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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CONTENT STATEMENT	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  <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 AREA / STANDARD**      **NJ.W.7. Progress Indicators for Writing**

<b>STRAND</b>	<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.  <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 STATEMENT	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.  <b><u>Alliance to Save Energy</u></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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.7.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
<b>CONTENT STATEMENT</b>	<b>W.7.9.</b>	<b>Draw evidence from literary or informational texts to support analysis, reflection, and research.</b>
CUMULATIVE PROGRESS INDICATOR	W.7.9.B.	Apply grade 7 Reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").  <b><u>Alliance to Save Energy</u></b> Assembly Announcement Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.7.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Range of Writing</b>
CONTENT STATEMENT	W.7.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.7.</b>	<b>Progress Indicators for Speaking and Listening</b>
<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>CONTENT STATEMENT</b>	<b>SL.7.1.</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>

CUMULATIVE PROGRESS INDICATOR	SL.7.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.  <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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CUMULATIVE PROGRESS INDICATOR	SL.7.1.B.	Follow rules for collegial discussions, track progress toward 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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CUMULATIVE PROGRESS INDICATOR	SL.7.1.C.	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.  <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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CUMULATIVE PROGRESS INDICATOR	SL.7.1.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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**CONTENT AREA / STANDARD**      **NJ.SL.7. Progress Indicators for Speaking and Listening**

<b>STRAND</b>	<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	SL.7.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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CONTENT STATEMENT	SL.7.5.	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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**CONTENT AREA / STANDARD**      **NJ.L.7. Progress Indicators for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	<b>L.7.3.</b>	<b>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</b>

CUMULATIVE PROGRESS INDICATOR	L.7.3.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 AREA / STANDARD**      **NJ.L.7. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.7.4.</b>	<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>

CUMULATIVE PROGRESS INDICATOR	L.7.4.A.	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	L.7.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.L.7. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
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CONTENT STATEMENT L.7.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**New Jersey Student Learning Standards  
 Language Arts  
 Grade: 8 - Adopted: 2016**

**CONTENT AREA / STANDARD** NJLSA. Anchor Standards: Reading R.

**STRAND** Key Ideas and Details

CONTENT STATEMENT NJLSA. R2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

CONTENT STATEMENT NJLSA. R3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

**CONTENT AREA / STANDARD** NJLSA. Anchor Standards: Reading R.

**STRAND** Craft and Structure

CONTENT STATEMENT NJLSA. R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

**CONTENT AREA / STANDARD** NJLSA. Anchor Standards: Reading R.

**STRAND** Integration of Knowledge and Ideas

CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  <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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>	<b>Text Types and Purposes</b>
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CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  <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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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>	<b>Production and Distribution of Writing</b>
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <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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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  <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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  <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 STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  <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 STATEMENT	NJSLSA. W9.	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 Assembly Announcement Staff Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Range of Writing</b>
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <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
CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  <b><u>Alliance to Save Energy</u></b> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
CONTENT STATEMENT	NJSLSA. SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Family Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Knowledge of Language</b>
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L</b>	<b>Anchor Standards: Language</b>
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>

CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  <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 Carbon Footprint Journal Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.RL.8. Progress Indicators for Reading Literature**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	RL.8.10.	By the end of the year read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above, scaffolding as needed.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.RI.8. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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CONTENT STATEMENT	RI.8.1.	Cite the textual evidence and make relevant connections that most strongly supports an 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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**CONTENT AREA / STANDARD**      **NJ.RI.8. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Craft and Structure</b>
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CONTENT STATEMENT	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.  <b><u>Alliance to Save Energy</u></b> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.8.</b>	<b>Progress Indicators for Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
<b>CONTENT STATEMENT</b>	<b>W.8.2.</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>
CUMULATIVE PROGRESS INDICATOR	W.8.2.A.	Introduce a topic and organize ideas, concepts, and information, using text structures (e.g., definition, classification, comparison/contrast, cause/effect, etc.) and text features (e.g., headings, graphics, and multimedia).  <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
CUMULATIVE PROGRESS INDICATOR	W.8.2.B.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.  <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
CUMULATIVE PROGRESS INDICATOR	W.8.2.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
CUMULATIVE PROGRESS INDICATOR	W.8.2.E.	Establish and maintain a formal style/academic style, approach, and form.  <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

CUMULATIVE PROGRESS INDICATOR	W.8.2.F.	Provide a concluding statement or section that follows from and supports 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 AREA / STANDARD**      **NJ.W.8. Progress Indicators for Writing**

<b>STRAND</b>	<b>Production and Distribution of Writing</b>
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CONTENT STATEMENT	W.8.4.	Produce clear and coherent writing in which the development, organization, voice 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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CONTENT STATEMENT	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.  <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 AREA / STANDARD**      **NJ.W.8. Progress Indicators for Writing**

<b>STRAND</b>	<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.  <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 STATEMENT	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
		<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  6-8 Explore Renewables Energy Poster Project  6-8 My Future Green Career  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>
CONTENT AREA / STANDARD	NJ.W.8.	<b>Progress Indicators for Writing</b>

STRAND		Range of Writing
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CONTENT STATEMENT	W.8.10.	Write routinely over extended time frames (time for research, reflection, metacognition/self correction, 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  6-8 Explore Renewables Energy Poster Project  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>

CONTENT AREA / STANDARD	NJ.SL.8.	<b>Progress Indicators for Speaking and Listening</b>
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STRAND		Comprehension and Collaboration
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CONTENT STATEMENT	SL.8.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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CUMULATIVE PROGRESS INDICATOR	SL.8.1.A.	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
		<p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  6-12 Final Presentation &amp; Peer Performance  6-8 Explore Renewables Energy Poster Project  Assembly Announcement  Poster Campaign  Staff Presentation</p>

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

CUMULATIVE PROGRESS INDICATOR	SL.8.1.C.	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.  <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
CUMULATIVE PROGRESS INDICATOR	SL.8.1.D.	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.  <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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.8. Progress Indicators for Speaking and Listening</b>	
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
CONTENT STATEMENT	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
CONTENT STATEMENT	SL.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.8. Progress Indicators for Language</b>	
<b>STRAND</b>		<b>Conventions of Standard English</b>
<b>CONTENT STATEMENT</b>	<b>L.8.1.</b>	<b>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</b>
CUMULATIVE PROGRESS INDICATOR	L.8.1.D.	Recognize and correct inappropriate shifts in verb voice and mood.  <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

**CONTENT AREA / STANDARD**      **NJ.L.8. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
CONTENT STATEMENT	L.8.4.	<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>

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

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

**CONTENT AREA / STANDARD**      **NJ.L.8. Progress Indicators for Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT      L.8.6.      Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

**New Jersey Student Learning Standards  
Language Arts  
Grade: 9 - Adopted: 2016**

**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

STRAND		Key Ideas and Details
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CONTENT STATEMENT      NJSLSA. R2.      Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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

CONTENT STATEMENT      NJSLSA. R3.      Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Craft and Structure</b>
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CONTENT STATEMENT      NJLSA. R4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Integration of Knowledge and Ideas</b>
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CONTENT STATEMENT      NJLSA. R7. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.

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

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>	<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT      NJLSA. R10. Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.

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

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Writing W.**

<b>STRAND</b>	<b>Text Types and Purposes</b>
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CONTENT STATEMENT      NJLSA. W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

**Alliance to Save Energy**  
6-12 Final Presentation & Peer Performance  
9-12 Custodial Presentation & Pledge  
9-12 Explore Renewables Energy Poster Project  
9-12 My Future Green Career  
Assembly Announcement  
Capstone Project  
Carbon Footprint Journal  
Staff Presentation

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Writing W.**

STRAND	Production and Distribution of Writing
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CONTENT STATEMENT	NJLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
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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  
 9-12 My Future Green Career  
 Assembly Announcement  
 Capstone Project  
 Carbon Footprint Journal  
 Staff Presentation

CONTENT STATEMENT	NJLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
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- Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 9-12 Explore Renewables Energy Poster Project  
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 Capstone Project  
 Carbon Footprint Journal  
 Staff Presentation

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Writing W.**

STRAND	Research to Build and Present Knowledge
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CONTENT STATEMENT	NJLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.
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- Alliance to Save Energy**  
 9-12 Explore Renewables Energy Poster Project  
 9-12 My Future Green Career  
 Capstone Project

CONTENT STATEMENT	NJLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.
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- Alliance to Save Energy**  
 9-12 Explore Renewables Energy Poster Project  
 9-12 My Future Green Career  
 Capstone Project

CONTENT STATEMENT	NJLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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- Alliance to Save Energy**  
 9-12 Explore Renewables Energy Poster Project  
 9-12 My Future Green Career  
 Assembly Announcement  
 Capstone Project  
 Staff Presentation

**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

STRAND	Range of Writing
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
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**Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
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 Capstone Project  
 Carbon Footprint Journal  
 Staff Presentation

**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

STRAND	Comprehension and Collaboration
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CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
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**Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
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 9-12 Explore Renewables Energy Poster Project  
 Assembly Announcement  
 Capstone Project  
 Poster Campaign  
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CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
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**Alliance to Save Energy**  
 9-12 Explore Renewables Energy Poster Project  
 9-12 My Future Green Career  
 Capstone Project

**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

STRAND	Presentation of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 9-12 Custodial Presentation & Pledge  
 Assembly Announcement  
 Capstone Project  
 Staff Presentation

CONTENT STATEMENT	NJSLSA. SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Family Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L Anchor Standards: Language</b>	
<b>STRAND</b>		<b>Knowledge of Language</b>
CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA.L Anchor Standards: Language</b>	
<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.  <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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.RL.9-10.</b>	<b>Progress Indicators for Reading Literature</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
CONTENT STATEMENT	RL.9-10.7.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).  <b><u>Alliance to Save Energy</u></b> Capstone Project

**CONTENT AREA / STANDARD**      **NJ.RL.9-10. Progress Indicators for Reading Literature**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
		<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>

**CONTENT AREA / STANDARD**      **NJ.RI.9-10. Progress Indicators for Reading Informational Text**

STRAND		Key Ideas and Details
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CONTENT STATEMENT	RI.9-10.2.	Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
		<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 AREA / STANDARD**      **NJ.RI.9-10. Progress Indicators for Reading Informational Text**

STRAND		Craft and Structure
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CONTENT STATEMENT	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
		<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 AREA / STANDARD**      **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Text Types and Purposes
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CONTENT STATEMENT	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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>
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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>
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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>
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.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>
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.E.	<p>Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) 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>  6-12 Final Presentation &amp; Peer Performance  9-12 Explore Renewables Energy Poster Project  Assembly Announcement  Carbon Footprint Journal  Staff Presentation</p>
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.F.	<p>Provide a concluding paragraph or section that 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>

**CONTENT AREA / STANDARD**      **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Production and Distribution of Writing
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CONTENT STATEMENT	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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CONTENT STATEMENT	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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- Alliance to Save Energy**  
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 Staff Presentation

**CONTENT AREA / STANDARD**      **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Research to Build and Present Knowledge
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CONTENT STATEMENT	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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CONTENT STATEMENT	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
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- Alliance to Save Energy**  
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**CONTENT AREA / STANDARD**      **NJ.W.9-10. Progress Indicators for Writing**

STRAND		Range of Writing
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CONTENT STATEMENT	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <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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**CONTENT AREA / STANDARD**      **NJ.SL.9-10. Progress Indicators for Speaking and Listening**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>CONTENT STATEMENT</b>	<b>SL.9-10.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.</b>

CUMULATIVE PROGRESS INDICATOR	SL.9-10.1.A.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
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CUMULATIVE PROGRESS INDICATOR	SL.9-10.1.B.	Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
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CUMULATIVE PROGRESS INDICATOR	SL.9-10.1.C.	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
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CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.D.	Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.  <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 Capstone Project Poster Campaign Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.9- 10.</b>	<b>Progress Indicators for Speaking and Listening</b>

<b>STRAND</b>	<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	SL.9- 10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.  <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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CONTENT STATEMENT	SL.9- 10.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance 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 STATEMENT	SL.9- 10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.  <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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<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.9-10.</b>	<b>Progress Indicators for Language</b>
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<b>STRAND</b>	<b>Knowledge of Language</b>
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<b>CONTENT STATEMENT</b>	<b>L.9- 10.3.</b>	<b>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</b>
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CUMULATIVE PROGRESS INDICATOR	L.9- 10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.  <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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**CONTENT AREA / STANDARD**      **NJ.L.9-10. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.9-10.4.</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>

CUMULATIVE PROGRESS INDICATOR      L.9-10.4.A.      Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

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CUMULATIVE PROGRESS INDICATOR      L.9-10.4.D.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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**CONTENT AREA / STANDARD**      **NJ.L.9-10. Progress Indicators for Language**

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

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**New Jersey Student Learning Standards  
 Language Arts  
 Grade: 10 - Adopted: 2016**

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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CONTENT STATEMENT	NJSLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STATEMENT	NJSLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a 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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Craft and Structure</b>
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CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.  <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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Reading R.**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Writing W.**

STRAND	Text Types and Purposes
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CONTENT STATEMENT	<p>NJLSA. W2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</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            Assembly Announcement            Capstone Project            Carbon Footprint Journal            Staff Presentation</p>
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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Writing W.**

STRAND	Production and Distribution of Writing
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CONTENT STATEMENT	<p>NJLSA. W4. 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>            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>
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CONTENT STATEMENT	<p>NJLSA. W5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.</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>
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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Writing W.**

STRAND	Research to Build and Present Knowledge
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CONTENT STATEMENT	<p>NJLSA. W7. Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.</p> <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>
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CONTENT STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  <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 STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>		<b>Range of Writing</b>
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <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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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <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 Capstone Project Poster Campaign Staff Presentation
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CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  <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 AREA / STANDARD**      **NJSLSA. Anchor Standards: Speaking and Listening SL.**

STRAND		Presentation of Knowledge and Ideas
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CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
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**Alliance to Save Energy**  
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CONTENT STATEMENT	NJSLSA. SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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**Alliance to Save Energy**  
[6-12 Final Presentation & Peer Performance](#)  
[Family Presentation](#)

**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**Alliance to Save Energy**  
[9-12 Custodial Presentation & Pledge](#)  
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[Staff Presentation](#)

**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**Alliance to Save Energy**  
[9-12 Custodial Presentation & Pledge](#)  
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[Staff Presentation](#)

CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
		<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>

**CONTENT AREA / STANDARD**      **NJ.RL.9-10. Progress Indicators for Reading Literature**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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CONTENT STATEMENT	RL.9-10.7.	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each work (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
		<p><b><u>Alliance to Save Energy</u></b>  <a href="#">Capstone Project</a></p>

**CONTENT AREA / STANDARD**      **NJ.RL.9-10. Progress Indicators for Reading Literature**

<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
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CONTENT STATEMENT	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
		<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>

**CONTENT AREA / STANDARD**      **NJ.RI.9-10. Progress Indicators for Reading Informational Text**

<b>STRAND</b>		<b>Key Ideas and Details</b>
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CONTENT STATEMENT	RI.9-10.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.) and make relevant connections, to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
		<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 STATEMENT	RI.9-10.2. Determine a central idea of a text and analyze how it is developed and refined by specific details; provide an objective summary of the text.
	<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 AREA / STANDARD**      **NJ.RI.9-10. Progress Indicators for Reading Informational Text**

<b>STRAND</b>	<b>Craft and Structure</b>
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CONTENT STATEMENT	RI.9-10.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
	<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 AREA / STANDARD**      **NJ.W.9-10. Progress Indicators for Writing**

<b>STRAND</b>	<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	<b>W.9-10.2. Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b>
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CUMULATIVE PROGRESS INDICATOR	W.9-10.2.A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
	<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>

CUMULATIVE PROGRESS INDICATOR	W.9-10.2.B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
	<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>

CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.C.	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  <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
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.D.	Use precise language and domain-specific vocabulary 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
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.E.	Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  <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
CUMULATIVE PROGRESS INDICATOR	W.9- 10.2.F.	Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance 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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.9- 10.</b>	<b>Progress Indicators for Writing</b>

<b>STRAND</b>	<b>Production and Distribution of Writing</b>
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CONTENT STATEMENT	W.9- 10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <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 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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CONTENT STATEMENT	W.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
		<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 AREA / STANDARD</b>	<b>NJ.W.9-10.</b>	<b>Progress Indicators for Writing</b>

<b>STRAND</b>	<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
		<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>

CONTENT STATEMENT	W.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation (MLA or APA Style Manuals).
		<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>

<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.9-10.</b>	<b>Progress Indicators for Writing</b>
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<b>STRAND</b>	<b>Range of Writing</b>
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CONTENT STATEMENT	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
		<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 AREA / STANDARD</b>	<b>NJ.SL.9-10.</b>	<b>Progress Indicators for Speaking and Listening</b>
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<b>STRAND</b>	<b>Comprehension and Collaboration</b>
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CONTENT STATEMENT	SL.9-10.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.A.	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><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="#">Capstone Project</a>  <a href="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>
CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.B.	<p>Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.</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="#">Capstone Project</a>  <a href="#">Staff Presentation</a></p>
CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.C.	<p>Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.</p> <p><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="#">Capstone Project</a>  <a href="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>
CUMULATIVE PROGRESS INDICATOR	SL.9- 10.1.D.	<p>Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.</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="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.9- 10.</b>	<b>Progress Indicators for Speaking and Listening</b>
<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>

CONTENT STATEMENT	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.  <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
CONTENT STATEMENT	SL.9-10.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Family Presentation
CONTENT STATEMENT	SL.9-10.6.	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.  <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

**CONTENT AREA / STANDARD**      **NJ.L.9-10. Progress Indicators for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	<b>L.9-10.3.</b>	<b>Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.</b>

CUMULATIVE PROGRESS INDICATOR	L.9-10.3.A.	Vary word choice and sentence structure to demonstrate an understanding of the influence of language.  <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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**CONTENT AREA / STANDARD**      **NJ.L.9-10. Progress Indicators for Language**

<b>STRAND</b>		<b>Vocabulary Acquisition and Use</b>
<b>CONTENT STATEMENT</b>	<b>L.9-10.4.</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>

CUMULATIVE PROGRESS INDICATOR	L.9-10.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	L.9- 10.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
<b>CONTENT AREA / STANDARD</b>	<b>NJ.L.9- 10.</b>	<b>Progress Indicators for Language</b>

<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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CONTENT STATEMENT	L.9-10.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  <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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**New Jersey Student Learning Standards**

**Language Arts**

Grade: **11** - Adopted: **2016**

<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. R.</b>	<b>Anchor Standards: Reading</b>
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<b>STRAND</b>	<b>Key Ideas and Details</b>
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CONTENT STATEMENT	NJLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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<b>CONTENT AREA / STANDARD</b>	<b>NJLSA. R.</b>	<b>Anchor Standards: Reading</b>
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<b>STRAND</b>	<b>Craft and Structure</b>
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CONTENT STATEMENT	NJSLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
		<p><b><u>Alliance to Save Energy</u></b>  9-12 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
CONTENT STATEMENT	NJSLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
		<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>
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. R.</b>	<b>Anchor Standards: Reading</b>
<b>STRAND</b>		<b>Range of Reading and Level of Text Complexity</b>
CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.
		<p><b><u>Alliance to Save Energy</u></b>  9-12 Custodial Presentation &amp; Pledge  Assembly Announcement  Family Presentation  Staff Presentation</p>
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Text Types and Purposes</b>
CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
		<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>
<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
<b>STRAND</b>		<b>Production and Distribution of Writing</b>

CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <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 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  <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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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>	<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  <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 STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  <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 STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>	<b>Range of Writing</b>
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CONTENT STATEMENT	NJLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
		<p><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 AREA / STANDARD** NJLSA. **Anchor Standards: Speaking and Listening**  
SL.

<b>STRAND</b>	<b>Comprehension and Collaboration</b>
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CONTENT STATEMENT	NJLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.
		<p><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>

CONTENT STATEMENT	NJLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.
		<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>

**CONTENT AREA / STANDARD** NJLSA. **Anchor Standards: Speaking and Listening**  
SL.

<b>STRAND</b>	<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	NJLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.
		<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Custodial Presentation &amp; Pledge  Assembly Announcement  Capstone Project  Staff Presentation</p>

CONTENT STATEMENT	NJLSA. SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
		<p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  Family Presentation</p>

**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
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**Alliance to Save Energy**  
 9-12 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

**CONTENT AREA / STANDARD**      **NJSLSA.L Anchor Standards: Language**

STRAND		Vocabulary Acquisition and Use
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CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.
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**Alliance to Save Energy**  
 9-12 Custodial Presentation & Pledge  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
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**Alliance to Save Energy**  
 6-12 Final Presentation & Peer Performance  
 9-12 Custodial Presentation & Pledge  
 9-12 Explore Renewables Energy Poster Project  
 Assembly Announcement  
 Carbon Footprint Journal  
 Family Presentation  
 Staff Presentation

**CONTENT AREA / STANDARD**      **NJ.RI.11- Progress Indicators for Reading Literature 12.**

STRAND		Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	RL.11-12.10.	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems at grade level text-complexity or above with scaffolding as needed.
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**Alliance to Save Energy**  
 Assembly Announcement  
 Family Presentation  
 Staff Presentation

**CONTENT AREA / STANDARD**      **NJ.RI.11- Progress Indicators for Reading Informational Text 12.**

STRAND		Key Ideas and Details
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CONTENT STATEMENT	RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, 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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CONTENT STATEMENT	RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact 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 AREA / STANDARD**      **NJ.RI.11- Progress Indicators for Reading Informational Text 12.**

<b>STRAND</b>		<b>Craft and Structure</b>
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CONTENT STATEMENT	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.RI.11- Progress Indicators for Reading Informational Text 12.**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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CONTENT STATEMENT	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  <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 AREA / STANDARD**      **NJ.W.11- Progress Indicators for Writing 12.**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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CONTENT STATEMENT	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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CUMULATIVE PROGRESS INDICATOR	W.11- 12.2.A.	<p>Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include 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>
CUMULATIVE PROGRESS INDICATOR	W.11- 12.2.B.	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><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>
CUMULATIVE PROGRESS INDICATOR	W.11- 12.2.C.	<p>Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><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>
CUMULATIVE PROGRESS INDICATOR	W.11- 12.2.D.	<p>Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.</p> <p><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>
CUMULATIVE PROGRESS INDICATOR	W.11- 12.2.E.	<p>Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) 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="#">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>
CUMULATIVE PROGRESS INDICATOR	W.11- 12.2.F.	<p>Provide a concluding paragraph or section that supports the argument 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>

**CONTENT AREA / STANDARD**      **NJ.W.11- Progress Indicators for Writing 12.**

STRAND	Production and Distribution of Writing
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CONTENT STATEMENT	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
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CONTENT STATEMENT	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
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**CONTENT AREA / STANDARD**      **NJ.W.11- Progress Indicators for Writing 12.**

STRAND	Research to Build and Present Knowledge
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CONTENT STATEMENT	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
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CONTENT STATEMENT	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
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**CONTENT AREA / STANDARD**      **NJ.W.11- Progress Indicators for Writing 12.**

STRAND	Range of Writing
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CONTENT STATEMENT	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
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**CONTENT AREA / STANDARD**      **NJ.SL.11- Progress Indicators for Speaking and Listening 12.**

<b>STRAND</b>		<b>Comprehension and Collaboration</b>
<b>CONTENT STATEMENT</b>	<b>SL.11-12.1.</b>	<b>Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 11–12 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.</b>

CUMULATIVE PROGRESS INDICATOR	SL.11-12.1.A.	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.
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CUMULATIVE PROGRESS INDICATOR	SL.11-12.1.B.	Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.
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CUMULATIVE PROGRESS INDICATOR	SL.11-12.1.C.	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
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Staff Presentation

**CONTENT AREA / STANDARD**      **NJ.SL.11- Progress Indicators for Speaking and Listening 12.**

<b>STRAND</b>		<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	SL.11-12.4.	Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.  <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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CONTENT STATEMENT	SL.11-12.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance Family Presentation
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**CONTENT AREA / STANDARD**      **NJ.L.11-12.**      **Progress Indicators for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
<b>CONTENT STATEMENT</b>	<b>L.11-12.4.</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>

CUMULATIVE PROGRESS INDICATOR	L.11-12.4.A.	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CUMULATIVE PROGRESS INDICATOR	L.11-12.4.D.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.L.11-12.**      **Progress Indicators for Language**

<b>STRAND</b>		<b>Knowledge of Language</b>
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CONTENT STATEMENT	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.  <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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New Jersey Student Learning Standards

Language Arts

Grade: 12 - Adopted: 2016

**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

STRAND	Key Ideas and Details
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CONTENT STATEMENT	NJLSA. R2.	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
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CONTENT STATEMENT	NJLSA. R3.	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

STRAND	Craft and Structure
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CONTENT STATEMENT	NJLSA. R4.	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

STRAND	Integration of Knowledge and Ideas
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CONTENT STATEMENT	NJLSA. R7.	Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words.
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**CONTENT AREA / STANDARD**      **NJLSA. Anchor Standards: Reading R.**

STRAND	Range of Reading and Level of Text Complexity
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CONTENT STATEMENT	NJSLSA. R10.	Read and comprehend complex literary and informational texts independently and proficiently with scaffolding as needed.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>	<b>Text Types and Purposes</b>
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CONTENT STATEMENT	NJSLSA. W2.	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.  <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 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>	<b>Production and Distribution of Writing</b>
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CONTENT STATEMENT	NJSLSA. W4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.  <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 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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CONTENT STATEMENT	NJSLSA. W5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.  <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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**CONTENT AREA / STANDARD**      **NJSLSA. Anchor Standards: Writing W.**

<b>STRAND</b>	<b>Research to Build and Present Knowledge</b>
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CONTENT STATEMENT	NJSLSA. W7.	Conduct short as well as more sustained research projects, utilizing an inquirybased research process, based on focused questions, demonstrating understanding of the subject under investigation.  <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 STATEMENT	NJSLSA. W8.	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.  <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 STATEMENT	NJSLSA. W9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.  <b><u>Alliance to Save Energy</u></b> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Staff Presentation
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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. W.</b>	<b>Anchor Standards: Writing</b>
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<b>STRAND</b>		<b>Range of Writing</b>
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CONTENT STATEMENT	NJSLSA. W10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.  <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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<b>CONTENT AREA / STANDARD</b>	<b>NJSLSA. SL.</b>	<b>Anchor Standards: Speaking and Listening</b>
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<b>STRAND</b>		<b>Comprehension and Collaboration</b>
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CONTENT STATEMENT	NJSLSA. SL1.	Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.  <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 Capstone Project Poster Campaign Staff Presentation
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CONTENT STATEMENT	NJSLSA. SL2.	Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.  <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 AREA / STANDARD** NJSLSA. **Anchor Standards: Speaking and Listening**  
SL.

<b>STRAND</b>	<b>Presentation of Knowledge and Ideas</b>
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CONTENT STATEMENT	NJSLSA. SL4.	Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.  <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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CONTENT STATEMENT	NJSLSA. SL5.	Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
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**CONTENT AREA / STANDARD** NJSLSA.L **Anchor Standards: Language**  
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<b>STRAND</b>	<b>Knowledge of Language</b>
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CONTENT STATEMENT	NJSLSA. L3.	Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD** NJSLSA.L **Anchor Standards: Language**  
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<b>STRAND</b>	<b>Vocabulary Acquisition and Use</b>
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CONTENT STATEMENT	NJSLSA. L4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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CONTENT STATEMENT	NJSLSA. L6.	Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.
		<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 Assembly Announcement</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Family Presentation</a>  <a href="#">Staff Presentation</a></p>

**CONTENT AREA / STANDARD**      **NJ.RL.11- Progress Indicators for Reading Literature 12.**

STRAND		Range of Reading and Level of Text Complexity
CONTENT STATEMENT	RL.11-12.10.	By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at grade level or above.
		<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>

**CONTENT AREA / STANDARD**      **NJ.RI.11- Progress Indicators for Reading Informational Text 12.**

STRAND		Key Ideas and Details
CONTENT STATEMENT	RI.11-12.1.	Accurately cite strong and thorough textual evidence, (e.g., via discussion, written response, etc.), to support analysis of what the text says explicitly as well as inferentially, including determining where the text leaves matters uncertain.
		<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 STATEMENT	RI.11-12.2.	Determine two or more central ideas of a text, and analyze their development and how they interact to provide a complex analysis; provide an objective summary of the text.
		<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 AREA / STANDARD**      **NJ.RI.11- Progress Indicators for Reading Informational Text 12.**

STRAND		Craft and Structure
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CONTENT STATEMENT	RI.11-12.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).  <b><u>Alliance to Save Energy</u></b> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**CONTENT AREA / STANDARD**      **NJ.RI.11-12. Progress Indicators for Reading Informational Text 12.**

<b>STRAND</b>		<b>Integration of Knowledge and Ideas</b>
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CONTENT STATEMENT	RI.11-12.7.	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.  <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 AREA / STANDARD**      **NJ.W.11-12. Progress Indicators for Writing 12.**

<b>STRAND</b>		<b>Text Types and Purposes</b>
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<b>CONTENT STATEMENT</b>	<b>W.11-12.2.</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>
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CUMULATIVE PROGRESS INDICATOR	W.11-12.2.A.	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.  <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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CUMULATIVE PROGRESS INDICATOR	W.11-12.2.B.	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.  <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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CUMULATIVE PROGRESS INDICATOR	W.11- 12.2.C.	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.  <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
CUMULATIVE PROGRESS INDICATOR	W.11- 12.2.D.	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.  <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
CUMULATIVE PROGRESS INDICATOR	W.11- 12.2.E.	Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.  <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
CUMULATIVE PROGRESS INDICATOR	W.11- 12.2.F.	Provide a concluding paragraph or section that supports the argument presented (e.g., articulating implications or the significance 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
<b>CONTENT AREA / STANDARD</b>	<b>NJ.W.11- 12.</b>	<b>Progress Indicators for Writing</b>

<b>STRAND</b>	<b>Production and Distribution of Writing</b>
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CONTENT STATEMENT	W.11- 12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)  <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 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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CONTENT STATEMENT	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.
		<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 Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>

**CONTENT AREA / STANDARD**      **NJ.W.11- Progress Indicators for Writing 12.**

<b>STRAND</b>		<b>Research to Build and Present Knowledge</b>
CONTENT STATEMENT	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
		<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 STATEMENT	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. (MLA or APA Style Manuals).
		<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 AREA / STANDARD**      **NJ.W.11- Progress Indicators for Writing 12.**

<b>STRAND</b>		<b>Range of Writing</b>
CONTENT STATEMENT	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes.
		<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 Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Carbon Footprint Journal</a>  <a href="#">Staff Presentation</a></p>

**CONTENT AREA / STANDARD**      **NJ.SL.11- Progress Indicators for Speaking and Listening 12.**

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

CUMULATIVE PROGRESS INDICATOR	SL.11- 12.1.A.	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well reasoned exchange of ideas.</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="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>
CUMULATIVE PROGRESS INDICATOR	SL.11- 12.1.B.	<p>Collaborate with peers to promote civil, democratic discussions and decision-making, set clear goals and assessments (e.g. student developed rubrics), and establish individual roles as needed.</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="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>
CUMULATIVE PROGRESS INDICATOR	SL.11- 12.1.C.	<p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><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="#">Capstone Project</a>  <a href="#">Poster Campaign</a>  <a href="#">Staff Presentation</a></p>
<b>CONTENT AREA / STANDARD</b>	<b>NJ.SL.11- Progress Indicators for Speaking and Listening 12.</b>	
<b>STRAND</b>	<b>Presentation of Knowledge and Ideas</b>	
CONTENT STATEMENT	SL.11- 12.4.	<p>Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to 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 Custodial Presentation &amp; Pledge</a>  <a href="#">Assembly Announcement</a>  <a href="#">Capstone Project</a>  <a href="#">Staff Presentation</a></p>
CONTENT STATEMENT	SL.11- 12.5.	<p>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.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">6-12 Final Presentation &amp; Peer Performance</a>  <a href="#">Family Presentation</a></p>

**CONTENT AREA / STANDARD**      **NJ.L.11-12. Progress Indicators for Language**

STRAND		Knowledge of Language
<b>CONTENT STATEMENT</b>	<b>L.11-12.4.</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>

CUMULATIVE PROGRESS INDICATOR      L.11-12.4.A.      Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.

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CUMULATIVE PROGRESS INDICATOR      L.11-12.4.D.      Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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**CONTENT AREA / STANDARD**      **NJ.L.11-12. Progress Indicators for Language**

STRAND		Knowledge of Language
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CONTENT STATEMENT      L.11-12.6.      Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**New Jersey Student Learning Standards**  
**Mathematics**  
 Grade: 3 - Adopted: 2016

**CONTENT AREA / STANDARD**      **NJ.3.OA. Operations and Algebraic Thinking**

<b>STRAND</b>	<b>3.OA.A.</b>	<b>Represent and solve problems involving multiplication and division.</b>
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CONTENT STATEMENT	3.OA.A.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
	<p><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 AREA / STANDARD**      **NJ.3.OA. Operations and Algebraic Thinking**

<b>STRAND</b>	<b>3.OA.C. Multiply and divide within 100.</b>
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CONTENT STATEMENT	3.OA.C.7. Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$ , one knows $40 \div 5 = 8$ ) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.
	<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>

**CONTENT AREA / STANDARD**      **NJ.3.OA. Operations and Algebraic Thinking**

<b>STRAND</b>	<b>3.OA.D. Solve problems involving the four operations, and identify and explain patterns in arithmetic.</b>
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CONTENT STATEMENT	3.OA.D.8 . Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
	<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>

**CONTENT AREA / STANDARD**      **NJ.3.NBT Number and Operations in Base Ten**

<b>STRAND</b>	<b>3.NBT.A Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>
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CONTENT STATEMENT	3.NBT.A.1.	Use place value understanding to round whole numbers to the nearest 10 or 100.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Energy Audit Video</a>
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CONTENT STATEMENT	3.NBT.A.2.	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.  <a href="#"><u>Alliance to Save Energy</u></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>
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**CONTENT AREA / STANDARD**      **NJ.3.NF. Number and Operations—Fractions**

<b>STRAND</b>	<b>3.NF.A.</b>	<b>Develop understanding of fractions as numbers.</b>
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CONTENT STATEMENT	3.NF.A.1.	Understand a fraction $1/b$ as the quantity formed by 1 part when a whole is partitioned into $b$ equal parts; understand a fraction $a/b$ as the quantity formed by $a$ parts of size $1/b$ .  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Shower Audit Calculations</a>
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**CONTENT AREA / STANDARD**      **NJ.3.NF. Number and Operations—Fractions**

<b>STRAND</b>	<b>3.NF.A.</b>	<b>Develop understanding of fractions as numbers.</b>
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<b>CONTENT STATEMENT</b>	<b>3.NF.A.3</b>	<b>Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.</b>
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CUMULATIVE PROGRESS INDICATOR	3.NF.A.3.c.	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = 3/1$ ; recognize that $6/1 = 6$ ; locate $4/4$ and 1 at the same point of a number line diagram.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Shower Audit Calculations</a>
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**CONTENT AREA / STANDARD**      **NJ.3.MD. Measurement and Data**

<b>STRAND</b>	<b>3.MD.A.</b>	<b>Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.</b>
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CONTENT STATEMENT	3.MD.A.1.	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Energy Audit Video</a>
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**CONTENT  
AREA /  
STANDARD**

**NJ.4.OA. Operations and Algebraic Thinking**

<b>STRAND</b>	<b>4.OA.A. Use the four operations with whole numbers to solve problems.</b>
<b>CONTENT STATEMENT</b>	<p>4.OA.A.2. Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</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>
<b>CONTENT STATEMENT</b>	<p>4.OA.A.3. Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</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>

**CONTENT  
AREA /  
STANDARD**

**NJ.4.NBT Number and Operations in Base Ten**

<b>STRAND</b>	<b>4.NBT.A Generalize place value understanding for multi-digit whole numbers.</b>
<b>CONTENT STATEMENT</b>	<p>4.NBT.A. 2. Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using <math>&gt;</math>, <math>=</math>, and <math>&lt;</math> symbols to record the results of comparisons.</p> <p><b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Shower Audit Calculations</a></p>
<b>CONTENT STATEMENT</b>	<p>4.NBT.A. 3. Use place value understanding to round multi-digit whole numbers to any place.</p> <p><b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Energy Audit Video</a></p>

**CONTENT  
AREA /  
STANDARD**

**NJ.4.NBT Number and Operations in Base Ten**

<b>STRAND</b>	<b>4.NBT.B. Use place value understanding and properties of operations to perform multi-digit arithmetic.</b>
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CONTENT STATEMENT	4.NBT.B.4.	Fluently add and subtract multi-digit whole numbers using the standard algorithm.  <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>
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CONTENT STATEMENT	4.NBT.B.5.	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Energy Audit Video</a> <a href="#">3-5 Shower Audit Calculations</a>
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CONTENT STATEMENT	4.NBT.B.6.	Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.  <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>
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**CONTENT AREA / STANDARD**      **NJ.4.NF. Number and Operations—Fractions**

<b>STRAND</b>	<b>4.NF.B.</b>	<b>Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.</b>
<b>CONTENT STATEMENT</b>	<b>4.NF.B.4.</b>	<b>Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.</b>

CUMULATIVE PROGRESS INDICATOR	4.NF.B.4.a.	Understand a fraction $a/b$ as a multiple of $1/b$ . For example, use a visual fraction model to represent $5/4$ as the product $5 \times (1/4)$ , recording the conclusion by the equation $5/4 = 5 \times (1/4)$ .  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Shower Audit Calculations</a>
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CUMULATIVE PROGRESS INDICATOR	4.NF.B.4.b.	Understand a multiple of $a/b$ as a multiple of $1/b$ , and use this understanding to multiply a fraction by a whole number. For example, use a visual fraction model to express $3 \times (2/5)$ as $6 \times (1/5)$ , recognizing this product as $6/5$ . (In general, $n \times (a/b) = (n \times a)/b$ .)  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Shower Audit Calculations</a>
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CUMULATIVE PROGRESS INDICATOR	4.NF.B.4.c.	Solve word problems involving multiplication of a fraction by a whole number, e.g., by using visual fraction models and equations to represent the problem. For example, if each person at a party will eat $3/8$ of a pound of roast beef, and there will be 5 people at the party, how many pounds of roast beef will be needed? Between what two whole numbers does your answer lie?  <b><u>Alliance to Save Energy</u></b> <a href="#">3-5 Shower Audit Calculations</a>
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New Jersey Student Learning Standards

Mathematics

Grade: 5 - Adopted: 2016

**CONTENT AREA / STANDARD**      **NJ.5.NBT Number and Operations in Base Ten**

<b>STRAND</b>	<b>5.NBT.B</b>	<b>Perform operations with multi-digit whole numbers and with decimals to hundredths.</b>
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CONTENT STATEMENT      5.NBT.B.5. Fluently multiply multi-digit whole numbers using the standard algorithm.

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[3-5 Energy Audit Video](#)

**CONTENT AREA / STANDARD**      **NJ.5.NF. Number and Operations—Fractions**

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

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[3-5 Shower Audit Calculations](#)

**CONTENT AREA / STANDARD**      **NJ.5.NF. Number and Operations—Fractions**

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

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[3-5 Shower Audit Calculations](#)

**CONTENT AREA / STANDARD**      **NJ.5.NF. Number and Operations—Fractions**

<b>STRAND</b>	<b>5.NF.B.</b>	<b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>
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<b>CONTENT STATEMENT</b>	<b>5.NF.B.4.</b>	<b>Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.</b>
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CUMULATIVE PROGRESS INDICATOR      5.NF.B.4.a. Interpret the product  $(a/b) \times q$  as a parts of a partition of  $q$  into  $b$  equal parts; equivalently, as the result of a sequence of operations  $a \times q \div b$ . For example, use a visual fraction model to show  $(2/3) \times 4 = 8/3$ , and create a story context for this equation. Do the same with  $(2/3) \times (4/5) = 8/15$ . (In general,  $(a/b) \times (c/d) = ac/bd$ .)

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CUMULATIVE PROGRESS INDICATOR	5.NF.B.4. b.	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas.
		<u><a href="#">Alliance to Save Energy</a></u> <a href="#">3-5 Shower Audit Calculations</a>

**CONTENT AREA / STANDARD**      **NJ.5.NF. Number and Operations—Fractions**

<b>STRAND</b>	<b>5.NF.B.</b>	<b>Apply and extend previous understandings of multiplication and division to multiply and divide fractions.</b>
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CONTENT STATEMENT	5.NF.B.6.	Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.
		<u><a href="#">Alliance to Save Energy</a></u> <a href="#">3-5 Shower Audit Calculations</a>

**New Jersey Student Learning Standards  
Mathematics  
Grade: 7 - Adopted: 2016**

**CONTENT AREA / STANDARD**      **NJ.7.NS. The Number System**

<b>STRAND</b>	<b>7.NS.A.</b>	<b>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</b>
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<b>CONTENT STATEMENT</b>	<b>7.NS.A.2</b>	<b>Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.</b>
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CUMULATIVE PROGRESS INDICATOR	7.NS.A.2. a.	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
		<u><a href="#">Alliance to Save Energy</a></u> <a href="#">6-12 Shower Audit Calculations</a>

CUMULATIVE PROGRESS INDICATOR	7.NS.A.2. c.	Apply properties of operations as strategies to multiply and divide rational numbers.
		<u><a href="#">Alliance to Save Energy</a></u> <a href="#">6-12 Shower Audit Calculations</a>

**CONTENT AREA / STANDARD**      **NJ.7.NS. The Number System**

<b>STRAND</b>	<b>7.NS.A.</b>	<b>Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.</b>
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CONTENT STATEMENT	7.NS.A.3.	Solve real-world and mathematical problems involving the four operations with rational numbers.
		<u><a href="#">Alliance to Save Energy</a></u> <a href="#">6-12 Shower Audit Calculations</a>

**CONTENT AREA / STANDARD**      **NJ.7.EE. Expressions and Equations**

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

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[6-12 Shower Audit Calculations](#)

**New Jersey Student Learning Standards  
 Mathematics  
 Grade: 9 - Adopted: 2016**

**CONTENT AREA / STANDARD**      **N.J.S.      Statistics and Probability**

<b>STRAND</b>	<b>S-ID.</b>	<b>Interpreting Categorical and Quantitative Data</b>
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<b>CONTENT STATEMENT</b>	<b>S-ID.B.</b>	<b>Summarize, represent, and interpret data on two categorical and quantitative variables</b>
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**CUMULATIVE PROGRESS INDICATOR**      S-ID.B.5. Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.

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**CONTENT AREA / STANDARD**      **N.J.S.      Statistics and Probability**

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

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**New Jersey Student Learning Standards  
 Mathematics  
 Grade: 10 - Adopted: 2016**

**CONTENT AREA / STANDARD**      **N.J.S.      Statistics and Probability**

<b>STRAND</b>	<b>S-ID.</b>	<b>Interpreting Categorical and Quantitative Data</b>
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<b>CONTENT STATEMENT</b>	<b>S-ID.B.</b>	<b>Summarize, represent, and interpret data on two categorical and quantitative variables</b>
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CUMULATIVE  
PROGRESS  
INDICATOR

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

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

**CONTENT  
AREA /  
STANDARD**

**NJ.S. Statistics and Probability**

<b>STRAND</b>	<b>S-CP.</b>	<b>Conditional Probability and the Rules of Probability</b>
<b>CONTENT STATEMENT</b>	<b>S-CP.A.</b>	<b>Understand independence and conditional probability and use them to interpret data</b>

CUMULATIVE  
PROGRESS  
INDICATOR

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

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[9-12 Energy Audit Video](#)

**New Jersey Student Learning Standards  
Mathematics  
Grade: 11 - Adopted: 2016**

**CONTENT  
AREA /  
STANDARD**

**NJ.S. Statistics and Probability**

<b>STRAND</b>	<b>S-ID.</b>	<b>Interpreting Categorical and Quantitative Data</b>
<b>CONTENT STATEMENT</b>	<b>S-ID.B.</b>	<b>Summarize, represent, and interpret data on two categorical and quantitative variables</b>

CUMULATIVE  
PROGRESS  
INDICATOR

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

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**CONTENT  
AREA /  
STANDARD**

**NJ.S. Statistics and Probability**

<b>STRAND</b>	<b>S-CP.</b>	<b>Conditional Probability and the Rules of Probability</b>
<b>CONTENT STATEMENT</b>	<b>S-CP.A.</b>	<b>Understand independence and conditional probability and use them to interpret data</b>

CUMULATIVE  
PROGRESS  
INDICATOR

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

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[9-12 Energy Audit Video](#)

New Jersey Student Learning Standards

Mathematics

Grade: 12 - Adopted: 2016

**CONTENT AREA / STANDARD**      **NJ.S.      Statistics and Probability**

<b>STRAND</b>	<b>S-ID.</b>	<b>Interpreting Categorical and Quantitative Data</b>
<b>CONTENT STATEMENT</b>	<b>S-ID.B.</b>	<b>Summarize, represent, and interpret data on two categorical and quantitative variables</b>

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

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[9-12 Energy Audit Video](#)

**CONTENT AREA / STANDARD**      **NJ.S.      Statistics and Probability**

<b>STRAND</b>	<b>S-CP.</b>	<b>Conditional Probability and the Rules of Probability</b>
<b>CONTENT STATEMENT</b>	<b>S-CP.A.</b>	<b>Understand independence and conditional probability and use them to interpret data</b>

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

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[9-12 Energy Audit Video](#)

New Jersey Student Learning Standards

Science

Grade: K - Adopted: 2020/Effective 2021

**CONTENT AREA / STANDARD**      **K-PS.      Physical Science**

<b>STRAND</b>	<b>K-PS3:</b>	<b>Energy</b>
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CONTENT STATEMENT      K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.

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

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

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

**CONTENT AREA / STANDARD**      **K-ESS. Earth and Space Science**

<b>STRAND</b>	<b>K-ESS3: Earth and Human Activity</b>
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CONTENT STATEMENT      K-ESS3-3. Communicate solutions that will reduce the impact of climate change and humans on the land, water, air, and/or other living things in the local environment.

**Alliance to Save Energy**

- Holiday Fun! (Home)
- Holiday Fun! (School)
- How Are Energy & Water Related? (Home)
- How Are Energy & Water Related? (School)
- How Do We Save Energy? (Home)
- How Do We Save Energy? (School)
- How Is Energy Made? (Home)
- How Is Energy Made? (School)
- Student Presentation (Home)
- Student Presentation (School)
- What is Energy? (Home)
- What is Energy? (School)
- What is Sustainability? (Home)
- What is Sustainability? (School)
- When is Energy Used? (Home)
- When is Energy Used? (School)

**New Jersey Student Learning Standards  
Science  
Grade: 1 - Adopted: 2020/Effective 2021**

**CONTENT AREA / STANDARD**      **1-PS. Physical Science**

<b>STRAND</b>	<b>1-PS4: Waves and their Applications in Technologies for Information Transfer</b>
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CONTENT STATEMENT      1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

**Alliance to Save Energy**

- How Is Energy Made? (Home)
- How Is Energy Made? (School)

**New Jersey Student Learning Standards  
Science  
Grade: 2 - Adopted: 2020/Effective 2021**

**CONTENT AREA / STANDARD**      **2-ESS. Earth and Space Science**

<b>STRAND</b>	<b>2-ESS2: Earth's Systems</b>
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CONTENT STATEMENT      2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

**Alliance to Save Energy**

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

**New Jersey Student Learning Standards  
Science  
Grade: 3 - Adopted: 2020/Effective 2021**

**CONTENT AREA / STANDARD**      **3-ESS. Earth and Space Science**

<b>STRAND</b>	<b>3-ESS2: Earth's Systems</b>
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CONTENT STATEMENT      3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

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

**New Jersey Student Learning Standards  
Science  
Grade: 4 - Adopted: 2020/Effective 2021**

**CONTENT AREA / STANDARD**      **4-PS. Physical Science**

<b>STRAND</b>	<b>4-PS3: Energy</b>
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CONTENT STATEMENT      4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

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

CONTENT STATEMENT      4-PS3-4. Apply scientific ideas to design, test, and refine a device that converts energy from one form to another.

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

**CONTENT AREA / STANDARD**      **4-ESS. Earth and Space Science**

<b>STRAND</b>	<b>4-ESS3: Earth and Human Activity</b>
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CONTENT STATEMENT      4-ESS3-1. Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.

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

**New Jersey Student Learning Standards  
Science  
Grade: 5 - Adopted: 2020/Effective 2021**

**CONTENT AREA / STANDARD**      **5-ESS. Earth and Space Science**

<b>STRAND</b>	<b>5-ESS2:</b>	<b>Earth's Systems</b>
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CONTENT STATEMENT 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

**Alliance to Save Energy**

[3-5 Climate Video](#)

**CONTENT AREA / STANDARD** 5-ESS. **Earth and Space Science**

<b>STRAND</b>	<b>5-ESS3:</b>	<b>Earth and Human Activity</b>
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CONTENT STATEMENT 5-ESS3-1. Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources, environment, and address climate change issues.

**Alliance to Save Energy**

- [3-5 Carbon Rank Competition](#)
- [3-5 Climate Video](#)
- [3-5 Energy Audit Video](#)
- [3-5 Energy Basics Video](#)
- [3-5 Environmental Justice Video](#)
- [3-5 Explore Renewables Video](#)
- [3-5 Final Presentation & Peer Performance](#)
- [3-5 Green Your Career Video](#)
- [3-5 My Future Green Career](#)
- [3-5 Understanding Energy Demand Video](#)
- [3-8 Custodial Presentation & Pledge](#)
- [3-8 Water Audit](#)
- [Amelia Airflow 3-5](#)
- [Appliance Audit](#)
- [Assembly Announcement](#)
- [Carbon Footprint Calculator](#)
- [Carbon Footprint Journal](#)
- [Energy Patrol Contest](#)
- [Family Presentation](#)
- [Green Career Guest Speaker](#)
- [HVAC Audit](#)
- [Home Energy Audit](#)
- [Home Energy Demand Pledge](#)
- [Lighting Audit](#)
- [My Future Green Career Presentation](#)
- [Poster Campaign](#)
- [School Audit](#)
- [Shutdown Reminders](#)
- [Staff Presentation](#)
- [Water Awareness Posters](#)
- [Water Saving Awareness](#)

**New Jersey Student Learning Standards**

**Science**

Grade: 6 - Adopted: 2020/Effective 2021

**CONTENT AREA / STANDARD** MS-PS. **Physical Science**

<b>STRAND</b>	<b>MS-PS2:</b>	<b>Motion and Stability: Forces and Interactions</b>
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CONTENT STATEMENT MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

**Alliance to Save Energy**

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

**CONTENT AREA / STANDARD**      **MS-LS. Life Science**

STRAND	MS-LS2:	Ecosystems: Interactions, Energy, and Dynamics
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CONTENT STATEMENT	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
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**Alliance to Save Energy**  
6-8 Climate Video

CONTENT STATEMENT	MS-LS2-5.	Evaluate competing design solutions for maintaining biodiversity and ecosystem services.
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**Alliance to Save Energy**  
3-8 Custodial Presentation & Pledge  
6-12 Final Presentation & Peer Performance  
6-8 Carbon Rank Competition  
6-8 Climate Video  
6-8 Energy Basics Video  
6-8 Environmental Justice Video  
6-8 Green Your Career Video  
6-8 My Future Green Career Assembly Announcement  
Carbon Footprint Journal  
Family Presentation  
Home Energy Demand Pledge  
My Future Green Career Presentation  
Net Zero School Design  
Shutdown Reminders  
Staff Presentation

**CONTENT AREA / STANDARD**      **MS-ESS. Earth and Space Science**

STRAND	MS-ESS3:	Earth and Human Activity
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CONTENT STATEMENT	MS-ESS3-1.	Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.
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**Alliance to Save Energy**  
3-8 Custodial Presentation & Pledge  
6-8 Climate Video  
6-8 Energy Basics Video  
6-8 Explore Renewables Energy Poster Project  
6-8 Explore Renewables Video  
Assembly Announcement  
Carbon Footprint Calculator  
Family Presentation  
Staff Presentation

CONTENT STATEMENT	MS-ESS3-3.	<p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</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 Climate Video  6-8 Energy Audit Video  6-8 Energy Basics Video  6-8 Environmental Justice Video  6-8 Explore Renewables Video  6-8 Green Your Career Video  6-8 My Future Green Career  6-8 Understanding Energy Demand Video  Amelia Airflow 6-8  Appliance Audit  Assembly Announcement  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  HVAC Audit  Home Energy Audit  Home Energy Demand Pledge  Lighting Audit  Mr. BTU 6-8  My Future Green Career Presentation  Net Zero School Design  Poster Campaign  School Audit  Shutdown Reminders  Staff Presentation  Water Awareness Posters  Water Saving Awareness</p>
CONTENT STATEMENT	MS-ESS3-4.	<p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  6-8 Climate Video  6-8 Energy Basics Video  6-8 Environmental Justice Video  6-8 Explore Renewables Energy Poster Project  6-8 Explore Renewables Video  Assembly Announcement  Family Presentation  Staff Presentation</p>
CONTENT STATEMENT	MS-ESS3-5.	<p>Ask questions to clarify evidence of the factors that have caused climate change over the past century.</p> <p><b><u>Alliance to Save Energy</u></b>  6-8 Climate Video  6-8 Energy Basics Video  Carbon Footprint Calculator</p>

**CONTENT AREA / STANDARD**      **MS-PS. Physical Science**

<b>STRAND</b>	<b>MS-PS2: Motion and Stability: Forces and Interactions</b>
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CONTENT STATEMENT      MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

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

**CONTENT AREA / STANDARD**      **MS-LS. Life Science**

<b>STRAND</b>	<b>MS-LS2: Ecosystems: Interactions, Energy, and Dynamics</b>
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CONTENT STATEMENT      MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

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

CONTENT STATEMENT      MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

**Alliance to Save Energy**  
[3-8 Custodial Presentation & Pledge](#)  
[6-12 Final Presentation & Peer Performance](#)  
[6-8 Carbon Rank Competition](#)  
[6-8 Climate Video](#)  
[6-8 Energy Basics Video](#)  
[6-8 Environmental Justice Video](#)  
[6-8 Green Your Career Video](#)  
[6-8 My Future Green Career Assembly Announcement](#)  
[Carbon Footprint Journal](#)  
[Family Presentation](#)  
[Home Energy Demand Pledge](#)  
[My Future Green Career Presentation](#)  
[Net Zero School Design](#)  
[Shutdown Reminders](#)  
[Staff Presentation](#)

**CONTENT AREA / STANDARD**      **MS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>MS-ESS3: Earth and Human Activity</b>
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CONTENT STATEMENT      MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

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

CONTENT STATEMENT	MS-ESS3-3.	<p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</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 Climate Video  6-8 Energy Audit Video  6-8 Energy Basics Video  6-8 Environmental Justice Video  6-8 Explore Renewables Video  6-8 Green Your Career Video  6-8 My Future Green Career  6-8 Understanding Energy Demand Video  Amelia Airflow 6-8  Appliance Audit  Assembly Announcement  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  HVAC Audit  Home Energy Audit  Home Energy Demand Pledge  Lighting Audit  Mr. BTU 6-8  My Future Green Career Presentation  Net Zero School Design  Poster Campaign  School Audit  Shutdown Reminders  Staff Presentation  Water Awareness Posters  Water Saving Awareness</p>
CONTENT STATEMENT	MS-ESS3-4.	<p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  6-8 Climate Video  6-8 Energy Basics Video  6-8 Environmental Justice Video  6-8 Explore Renewables Energy Poster Project  6-8 Explore Renewables Video  Assembly Announcement  Family Presentation  Staff Presentation</p>
CONTENT STATEMENT	MS-ESS3-5.	<p>Ask questions to clarify evidence of the factors that have caused climate change over the past century.</p> <p><b><u>Alliance to Save Energy</u></b>  6-8 Climate Video  6-8 Energy Basics Video  Carbon Footprint Calculator</p>

**CONTENT AREA / STANDARD**      **MS-PS. Physical Science**

<b>STRAND</b>	<b>MS-PS2: Motion and Stability: Forces and Interactions</b>
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CONTENT STATEMENT      MS-PS2-3. Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.

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

**CONTENT AREA / STANDARD**      **MS-LS. Life Science**

<b>STRAND</b>	<b>MS-LS2: Ecosystems: Interactions, Energy, and Dynamics</b>
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CONTENT STATEMENT      MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

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

CONTENT STATEMENT      MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

- Alliance to Save Energy**  
[3-8 Custodial Presentation & Pledge](#)  
[6-12 Final Presentation & Peer Performance](#)  
[6-8 Carbon Rank Competition](#)  
[6-8 Climate Video](#)  
[6-8 Energy Basics Video](#)  
[6-8 Environmental Justice Video](#)  
[6-8 Green Your Career Video](#)  
[6-8 My Future Green Career Assembly Announcement](#)  
[Carbon Footprint Journal](#)  
[Family Presentation](#)  
[Home Energy Demand Pledge](#)  
[My Future Green Career Presentation](#)  
[Net Zero School Design](#)  
[Shutdown Reminders](#)  
[Staff Presentation](#)

**CONTENT AREA / STANDARD**      **MS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>MS-ESS3: Earth and Human Activity</b>
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CONTENT STATEMENT      MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

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

CONTENT STATEMENT	MS-ESS3-3.	<p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</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 Climate Video  6-8 Energy Audit Video  6-8 Energy Basics Video  6-8 Environmental Justice Video  6-8 Explore Renewables Video  6-8 Green Your Career Video  6-8 My Future Green Career  6-8 Understanding Energy Demand Video  Amelia Airflow 6-8  Appliance Audit  Assembly Announcement  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  HVAC Audit  Home Energy Audit  Home Energy Demand Pledge  Lighting Audit  Mr. BTU 6-8  My Future Green Career Presentation  Net Zero School Design  Poster Campaign  School Audit  Shutdown Reminders  Staff Presentation  Water Awareness Posters  Water Saving Awareness</p>
CONTENT STATEMENT	MS-ESS3-4.	<p>Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems.</p> <p><b><u>Alliance to Save Energy</u></b>  3-8 Custodial Presentation &amp; Pledge  6-8 Climate Video  6-8 Energy Basics Video  6-8 Environmental Justice Video  6-8 Explore Renewables Energy Poster Project  6-8 Explore Renewables Video  Assembly Announcement  Family Presentation  Staff Presentation</p>
CONTENT STATEMENT	MS-ESS3-5.	<p>Ask questions to clarify evidence of the factors that have caused climate change over the past century.</p> <p><b><u>Alliance to Save Energy</u></b>  6-8 Climate Video  6-8 Energy Basics Video  Carbon Footprint Calculator</p>

**CONTENT AREA / STANDARD**      **HS-PS. Physical Science**

<b>STRAND</b>	<b>HS-PS3: Energy</b>
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CONTENT STATEMENT	HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.
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**Alliance to Save Energy**  
[9-12 Energy Audit Video](#)  
[9-12 Energy Basics Video](#)  
[9-12 Explore Renewables Video](#)

CONTENT STATEMENT	HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.
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**Alliance to Save Energy**  
[9-12 Explore Renewables Video](#)

CONTENT STATEMENT	HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).
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**Alliance to Save Energy**  
[Mr. BTU 9-12](#)  
[Professor Frio](#)

**CONTENT AREA / STANDARD**      **HS-LS. Life Science**

<b>STRAND</b>	<b>HS-LS2: Ecosystems: Interactions, Energy, and Dynamics</b>
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CONTENT STATEMENT	HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.
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**Alliance to Save Energy**  
[9-12 Climate Video](#)  
[9-12 Environmental Justice Video](#)  
[9-12 Green Your Career Video](#)

CONTENT STATEMENT	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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**CONTENT AREA / STANDARD**      **HS-LS. Life Science**

<b>STRAND</b>	<b>HS-LS4:</b>	<b>Biological Evolution: Unity and Diversity</b>
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CONTENT STATEMENT	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.  <b><u>Alliance to Save Energy</u></b> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>HS-ESS1:</b>	<b>Earth's Place in the Universe</b>
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CONTENT STATEMENT	HS-ESS1-6.	Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.  <b><u>Alliance to Save Energy</u></b> 9-12 Climate Video
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**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>HS-ESS2:</b>	<b>Earth's Systems</b>
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CONTENT STATEMENT      HS-ESS2-2.      Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

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

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

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

CONTENT STATEMENT      HS-ESS2-5.      Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

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

**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>HS-ESS3:</b>	<b>Earth and Human Activity</b>
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CONTENT STATEMENT	HS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
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**Alliance to Save Energy**

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

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CONTENT STATEMENT	HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
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**Alliance to Save Energy**

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

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

6-12 Final Presentation & Peer Performance  
9-12 Carbon Rank Competition  
9-12 Climate Video  
9-12 Custodial Presentation & Pledge  
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Appliance Audit  
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My Future Green Career Presentation  
Poster Campaign  
School Audit  
Shutdown Reminders  
Staff Presentation  
Water Awareness Posters  
Water Saving Awareness

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CONTENT STATEMENT	HS-ESS3-4.	Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.
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**Alliance to Save Energy**

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

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CONTENT STATEMENT	HS-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.
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**Alliance to Save Energy**

9-12 Climate Video  
9-12 Energy Basics Video  
Carbon Footprint Calculator

CONTENT STATEMENT	HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
<p style="text-align: center;"><b><u>Alliance to Save Energy</u></b></p> <ul style="list-style-type: none"> <li>6-12 Final Presentation &amp; Peer Performance</li> <li>9-12 Carbon Rank Competition</li> <li>9-12 Climate Video</li> <li>9-12 Custodial Presentation &amp; Pledge</li> <li>9-12 Energy Basics Video</li> <li>9-12 Environmental Justice Video</li> <li>9-12 Explore Renewables Video</li> <li>9-12 Green Your Career Video</li> <li>9-12 My Future Green Career</li> <li>9-12 Understanding Energy Demand Video</li> <li>Assembly Announcement</li> <li>Capstone Project</li> <li>Carbon Footprint Journal</li> <li>Family Presentation</li> <li>Green Future Design</li> <li>Home Energy Demand Pledge</li> <li>My Future Green Career Presentation</li> <li>Shutdown Reminders</li> <li>Staff Presentation</li> </ul>		

**CONTENT AREA / STANDARD**      **HS-ETS. Engineering, Technology and Applications of Science**

<b>STRAND</b>	<b>HS-ETS1:</b>	<b>Engineering Design</b>
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CONTENT STATEMENT	HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
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**Alliance to Save Energy**

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

CONTENT STATEMENT	HS-ETS1-3.	<p>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><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 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 Green Your Career Video</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">9-12 Understanding Energy Demand Video</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="#">Home Energy Demand Pledge</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="#">Poster Campaign</a>  <a href="#">School Audit</a>  <a href="#">Shutdown Reminders</a>  <a href="#">Staff Presentation</a></p>
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CONTENT STATEMENT	HS-ETS1-4.	<p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>
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**New Jersey Student Learning Standards  
Science  
Grade: 10 - Adopted: 2020/Effective 2021**

**CONTENT AREA / STANDARD**

**HS-PS. Physical Science**

<b>STRAND</b>	<b>HS-PS3:</b>	<b>Energy</b>
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CONTENT STATEMENT	HS-PS3-1.	<p>Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Energy Audit Video</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">9-12 Explore Renewables Video</a></p>
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CONTENT STATEMENT	HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Explore Renewables Video</a>
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CONTENT STATEMENT	HS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).  <b><u>Alliance to Save Energy</u></b> <a href="#">Mr. BTU 9-12</a> <a href="#">Professor Frio</a>
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**CONTENT AREA / STANDARD**

**HS-LS. Life Science**

<b>STRAND</b>	<b>HS-LS2:</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
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CONTENT STATEMENT	HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Environmental Justice Video</a> <a href="#">9-12 Green Your Career Video</a>
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CONTENT STATEMENT	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.  <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 Climate Video</a> <a href="#">9-12 Custodial Presentation &amp; Pledge</a> <a href="#">9-12 Energy Basics Video</a> <a href="#">9-12 Environmental Justice Video</a> <a href="#">9-12 Green Your Career Video</a> <a href="#">9-12 My Future Green Career</a> <a href="#">9-12 Understanding Energy Demand Video</a> <a href="#">Assembly Announcement</a> <a href="#">Capstone Project</a> <a href="#">Carbon Footprint Journal</a> <a href="#">Family Presentation</a> <a href="#">Green Future Design</a> <a href="#">Home Energy Demand Pledge</a> <a href="#">My Future Green Career Presentation</a> <a href="#">Shutdown Reminders</a> <a href="#">Staff Presentation</a>
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**CONTENT AREA / STANDARD**

**HS-LS. Life Science**

<b>STRAND</b>	<b>HS-LS4:</b>	<b>Biological Evolution: Unity and Diversity</b>
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CONTENT STATEMENT	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
		<p><b><u>Alliance to Save Energy</u></b></p> <p>6-12 Final Presentation &amp; Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation &amp; Pledge</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Journal</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>Home Energy Demand Pledge</p> <p>My Future Green Career Presentation</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>

**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>HS-ESS1:</b>	<b>Earth's Place in the Universe</b>
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CONTENT STATEMENT      HS-ESS1-6.      Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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

**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>HS-ESS2:</b>	<b>Earth's Systems</b>
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CONTENT STATEMENT      HS-ESS2-2.      Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

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

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

**Alliance to Save Energy**  
9-12 Climate Video  
9-12 Energy Basics Video  
9-12 Explore Renewables Video  
Carbon Footprint Calculator

CONTENT STATEMENT      HS-ESS2-5.      Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

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

**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

STRAND	HS-ESS3:	Earth and Human Activity
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CONTENT STATEMENT      HS-ESS3-1.      Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.

**Alliance to Save Energy**

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

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CONTENT STATEMENT	HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance  
9-12 Carbon Rank Competition  
9-12 Climate Video  
9-12 Custodial Presentation & Pledge  
9-12 Energy Audit Video  
9-12 Energy Basics Video  
9-12 Environmental Justice Video  
9-12 Explore Renewables Energy Poster Project  
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Water Saving Awareness

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

6-12 Final Presentation & Peer Performance  
9-12 Carbon Rank Competition  
9-12 Climate Video  
9-12 Custodial Presentation & Pledge  
9-12 Energy Audit Video  
9-12 Energy Basics Video  
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Staff Presentation  
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Water Saving Awareness

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

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

CONTENT STATEMENT	HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
		<p><b><u>Alliance to Save Energy</u></b></p> <p>6-12 Final Presentation &amp; Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation &amp; Pledge</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Journal</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>Home Energy Demand Pledge</p> <p>My Future Green Career Presentation</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>
CONTENT AREA / STANDARD	<b>HS-ETS. Engineering, Technology and Applications of Science</b>	
<b>STRAND</b>	<b>HS-ETS1:</b>	<b>Engineering Design</b>

CONTENT STATEMENT	HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance  
9-12 Carbon Rank Competition  
9-12 Climate Video  
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CONTENT STATEMENT	HS-ETS1-3.	<p>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><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 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 Green Your Career Video</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">9-12 Understanding Energy Demand Video</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="#">Home Energy Demand Pledge</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="#">Poster Campaign</a>  <a href="#">School Audit</a>  <a href="#">Shutdown Reminders</a>  <a href="#">Staff Presentation</a></p>
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CONTENT STATEMENT	HS-ETS1-4.	<p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>
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**New Jersey Student Learning Standards**  
**Science**  
Grade: **11** - Adopted: **2020/Effective 2021**

**CONTENT AREA / STANDARD**

**HS-PS. Physical Science**

<b>STRAND</b>	<b>HS-PS3:</b>	<b>Energy</b>
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CONTENT STATEMENT	HS-PS3-1.	<p>Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Energy Audit Video</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">9-12 Explore Renewables Video</a></p>
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CONTENT STATEMENT	HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Explore Renewables Video</a>
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CONTENT STATEMENT	HS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).  <b><u>Alliance to Save Energy</u></b> <a href="#">Mr. BTU 9-12</a> <a href="#">Professor Frio</a>
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**CONTENT AREA / STANDARD**      **HS-LS. Life Science**

<b>STRAND</b>	<b>HS-LS2:</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
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CONTENT STATEMENT	HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Environmental Justice Video</a> <a href="#">9-12 Green Your Career Video</a>
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CONTENT STATEMENT	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.  <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 Climate Video</a> <a href="#">9-12 Custodial Presentation &amp; Pledge</a> <a href="#">9-12 Energy Basics Video</a> <a href="#">9-12 Environmental Justice Video</a> <a href="#">9-12 Green Your Career Video</a> <a href="#">9-12 My Future Green Career</a> <a href="#">9-12 Understanding Energy Demand Video</a> <a href="#">Assembly Announcement</a> <a href="#">Capstone Project</a> <a href="#">Carbon Footprint Journal</a> <a href="#">Family Presentation</a> <a href="#">Green Future Design</a> <a href="#">Home Energy Demand Pledge</a> <a href="#">My Future Green Career Presentation</a> <a href="#">Shutdown Reminders</a> <a href="#">Staff Presentation</a>
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**CONTENT AREA / STANDARD**      **HS-LS. Life Science**

<b>STRAND</b>	<b>HS-LS4:</b>	<b>Biological Evolution: Unity and Diversity</b>
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CONTENT STATEMENT	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
		<p><b><u>Alliance to Save Energy</u></b></p> <p>6-12 Final Presentation &amp; Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation &amp; Pledge</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Journal</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>Home Energy Demand Pledge</p> <p>My Future Green Career Presentation</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>

**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>HS-ESS1:</b>	<b>Earth's Place in the Universe</b>
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CONTENT STATEMENT      HS-ESS1-6.      Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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

**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>HS-ESS2:</b>	<b>Earth's Systems</b>
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CONTENT STATEMENT      HS-ESS2-2.      Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

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

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

**Alliance to Save Energy**  
9-12 Climate Video  
9-12 Energy Basics Video  
9-12 Explore Renewables Video  
Carbon Footprint Calculator

CONTENT STATEMENT      HS-ESS2-5.      Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

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

**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

STRAND	HS-ESS3:	Earth and Human Activity
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CONTENT STATEMENT	HS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance

9-12 Carbon Rank Competition

9-12 Climate Video

9-12 Custodial Presentation & Pledge

9-12 Energy Audit Video

9-12 Energy Basics Video

9-12 Environmental Justice Video

9-12 Explore Renewables Video

9-12 Green Your Career Video

9-12 My Future Green Career

9-12 Understanding Energy Demand Video

9-12 Water Audit

Amelia Airflow 9-12

Appliance Audit

Assembly Announcement

Capstone Project

Carbon Footprint Calculator

Carbon Footprint Journal

Energy Patrol Contest

Family Presentation

Green Future Design

HVAC Audit

Home Energy Audit

Home Energy Demand Pledge

Lighting Audit

Mr. BAS

Mr. BTU 9-12

My Future Green Career Presentation

Poster Campaign

School Audit

Shutdown Reminders

Staff Presentation

Water Awareness Posters

Water Saving Awareness

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CONTENT STATEMENT	HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
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**Alliance to Save Energy**

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

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

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9-12 Carbon Rank Competition  
9-12 Climate Video  
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9-12 Energy Audit Video  
9-12 Energy Basics Video  
9-12 Environmental Justice Video  
9-12 Explore Renewables Video  
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Water Awareness Posters  
Water Saving Awareness

CONTENT STATEMENT	HS-ESS3-4.	<p>Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.</p> <p><b><u>Alliance to Save Energy</u></b>  6-12 Final Presentation &amp; Peer Performance  9-12 Carbon Rank Competition  9-12 Climate Video  9-12 Custodial Presentation &amp; Pledge  9-12 Energy Audit Video  9-12 Energy Basics Video  9-12 Environmental Justice Video  9-12 Explore Renewables Video  9-12 Green Your Career Video  9-12 My Future Green Career  9-12 Understanding Energy Demand Video  9-12 Water Audit  Amelia Airflow 9-12  Appliance Audit  Assembly Announcement  Capstone Project  Carbon Footprint Calculator  Carbon Footprint Journal  Energy Patrol Contest  Family Presentation  Green Future Design  HVAC Audit  Home Energy Audit  Home Energy Demand Pledge  Lighting Audit  Mr. BAS  Mr. BTU 9-12  My Future Green Career Presentation  Poster Campaign  School Audit  Shutdown Reminders  Staff Presentation  Water Awareness Posters  Water Saving Awareness</p>
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CONTENT STATEMENT	HS-ESS3-5.	<p>Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.</p> <p><b><u>Alliance to Save Energy</u></b>  9-12 Climate Video  9-12 Energy Basics Video  Carbon Footprint Calculator</p>
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CONTENT STATEMENT	HS- ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
<p style="text-align: center;"><b><u>Alliance to Save Energy</u></b></p> <p>6-12 Final Presentation &amp; Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation &amp; Pledge</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Journal</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>Home Energy Demand Pledge</p> <p>My Future Green Career Presentation</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>		

**CONTENT AREA / STANDARD**      **HS-ETS. Engineering, Technology and Applications of Science**

<b>STRAND</b>	<b>HS-ETS1:</b>	<b>Engineering Design</b>
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CONTENT STATEMENT	HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
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**Alliance to Save Energy**

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9-12 Carbon Rank Competition  
9-12 Climate Video  
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9-12 Energy Audit Video  
9-12 Energy Basics Video  
9-12 Environmental Justice Video  
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9-12 Explore Renewables Video  
9-12 Green Your Career Video  
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9-12 Understanding Energy Demand Video  
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Home Energy Audit  
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Lighting Audit  
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Staff Presentation  
Water Awareness Posters  
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CONTENT STATEMENT	HS-ETS1-3.	<p>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><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 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 Green Your Career Video</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">9-12 Understanding Energy Demand Video</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="#">Home Energy Demand Pledge</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="#">Poster Campaign</a>  <a href="#">School Audit</a>  <a href="#">Shutdown Reminders</a>  <a href="#">Staff Presentation</a></p>
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CONTENT STATEMENT	HS-ETS1-4.	<p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>
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**New Jersey Student Learning Standards  
Science  
Grade: 12 - Adopted: 2020/Effective 2021**

**CONTENT AREA / STANDARD**

**HS-PS. Physical Science**

<b>STRAND</b>	<b>HS-PS3: Energy</b>
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CONTENT STATEMENT	HS-PS3-1.	<p>Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Energy Audit Video</a>  <a href="#">9-12 Energy Basics Video</a>  <a href="#">9-12 Explore Renewables Video</a></p>
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CONTENT STATEMENT	HS-PS3-3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Explore Renewables Video</a>
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CONTENT STATEMENT	HS-PS3-4.	Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).  <b><u>Alliance to Save Energy</u></b> <a href="#">Mr. BTU 9-12</a> <a href="#">Professor Frio</a>
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**CONTENT AREA / STANDARD**

**HS-LS. Life Science**

<b>STRAND</b>	<b>HS-LS2:</b>	<b>Ecosystems: Interactions, Energy, and Dynamics</b>
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CONTENT STATEMENT	HS-LS2-2.	Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.  <b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Climate Video</a> <a href="#">9-12 Environmental Justice Video</a> <a href="#">9-12 Green Your Career Video</a>
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CONTENT STATEMENT	HS-LS2-7.	Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.  <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 Climate Video</a> <a href="#">9-12 Custodial Presentation &amp; Pledge</a> <a href="#">9-12 Energy Basics Video</a> <a href="#">9-12 Environmental Justice Video</a> <a href="#">9-12 Green Your Career Video</a> <a href="#">9-12 My Future Green Career</a> <a href="#">9-12 Understanding Energy Demand Video</a> <a href="#">Assembly Announcement</a> <a href="#">Capstone Project</a> <a href="#">Carbon Footprint Journal</a> <a href="#">Family Presentation</a> <a href="#">Green Future Design</a> <a href="#">Home Energy Demand Pledge</a> <a href="#">My Future Green Career Presentation</a> <a href="#">Shutdown Reminders</a> <a href="#">Staff Presentation</a>
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**CONTENT AREA / STANDARD**

**HS-LS. Life Science**

<b>STRAND</b>	<b>HS-LS4:</b>	<b>Biological Evolution: Unity and Diversity</b>
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CONTENT STATEMENT	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.
		<p><b><u>Alliance to Save Energy</u></b></p> <p>6-12 Final Presentation &amp; Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation &amp; Pledge</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Journal</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>Home Energy Demand Pledge</p> <p>My Future Green Career Presentation</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>

**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>HS-ESS1:</b>	<b>Earth's Place in the Universe</b>
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CONTENT STATEMENT      HS-ESS1-6.      Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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

**CONTENT AREA / STANDARD**      **HS-ESS. Earth and Space Science**

<b>STRAND</b>	<b>HS-ESS2:</b>	<b>Earth's Systems</b>
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CONTENT STATEMENT      HS-ESS2-2.      Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth systems.

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

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

**Alliance to Save Energy**  
9-12 Climate Video  
9-12 Energy Basics Video  
9-12 Explore Renewables Video  
Carbon Footprint Calculator

CONTENT STATEMENT      HS-ESS2-5.      Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.

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

**CONTENT  
AREA /  
STANDARD**

**HS-ESS. Earth and Space Science**

STRAND	HS-ESS3:	Earth and Human Activity
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CONTENT STATEMENT	HS-ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and climate change have influenced human activity.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance

9-12 Carbon Rank Competition

9-12 Climate Video

9-12 Custodial Presentation & Pledge

9-12 Energy Audit Video

9-12 Energy Basics Video

9-12 Environmental Justice Video

9-12 Explore Renewables Video

9-12 Green Your Career Video

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9-12 Understanding Energy Demand Video

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Poster Campaign

School Audit

Shutdown Reminders

Staff Presentation

Water Awareness Posters

Water Saving Awareness

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CONTENT STATEMENT	HS-ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance  
9-12 Carbon Rank Competition  
9-12 Climate Video  
9-12 Custodial Presentation & Pledge  
9-12 Energy Audit Video  
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9-12 Environmental Justice Video  
9-12 Explore Renewables Energy Poster Project  
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9-12 Green Your Career Video  
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CONTENT STATEMENT	HS-ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
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**Alliance to Save Energy**

6-12 Final Presentation & Peer Performance  
 9-12 Carbon Rank Competition  
 9-12 Climate Video  
 9-12 Custodial Presentation & Pledge  
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CONTENT STATEMENT	HS-ESS3-4.	<p>Evaluate or refine a technological solution that reduces impacts of human activities on climate change and other natural systems.</p> <p><b><u>Alliance to Save Energy</u></b></p> <p>6-12 Final Presentation &amp; Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation &amp; Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>
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CONTENT STATEMENT	HS-ESS3-5.	<p>Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems.</p> <p><b><u>Alliance to Save Energy</u></b></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>
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CONTENT STATEMENT	HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity (i.e., climate change).
		<p><b><u>Alliance to Save Energy</u></b></p> <p>6-12 Final Presentation &amp; Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation &amp; Pledge</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Journal</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>Home Energy Demand Pledge</p> <p>My Future Green Career Presentation</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>
CONTENT AREA / STANDARD	<b>HS-ETS. Engineering, Technology and Applications of Science</b>	
<b>STRAND</b>	<b>HS-ETS1:</b>	<b>Engineering Design</b>

CONTENT STATEMENT	HS-ETS1-1.	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.
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Water Awareness Posters  
Water Saving Awareness

CONTENT STATEMENT	HS-ETS1-3.	<p>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><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 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 Green Your Career Video</a>  <a href="#">9-12 My Future Green Career</a>  <a href="#">9-12 Understanding Energy Demand Video</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="#">Home Energy Demand Pledge</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="#">Poster Campaign</a>  <a href="#">School Audit</a>  <a href="#">Shutdown Reminders</a>  <a href="#">Staff Presentation</a></p>
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CONTENT STATEMENT	HS-ETS1-4.	<p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">9-12 Climate Video</a></p>
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**New Jersey Student Learning Standards  
Social Studies  
Grade: 3 - Adopted: 2020/Implement 2021**

**CONTENT AREA / STANDARD**

**Social Studies Practices**

<b>STRAND</b>	<b>Taking Informed Action</b>
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CONTENT STATEMENT	<p>After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.</p> <p><b><u>Alliance to Save Energy</u></b>  <a href="#">3-5 Environmental Justice Video</a></p>
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**CONTENT AREA / STANDARD**

**6.1. U.S. History: America in the World by the End of Grade 5**

<b>STRAND</b>		<b>Civics, Government, and Human Rights: Civics and Political Institutions</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>In a representative democracy, individuals play a role in how government functions.</b>

INDICATOR 6.1.5.Civi Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD** 6.1. **U.S. History: America in the World by the End of Grade 5**

<b>STRAND</b>		<b>Civics, Government, and Human Rights: Democratic Principles</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</b>

INDICATOR 6.1.5.Civi Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD** 6.3. **Active Citizenship in the 21st Century by the end of Grade 5**

<b>STRAND</b>		<b>Civics, Government, and Human Rights: Participation and Deliberation</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</b>

INDICATOR 6.3.5.Civi Develop an action plan that addresses issues related to climate change and share with school and/or community members.

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD** 6.3. **Active Citizenship in the 21st Century by the end of Grade 5**

<b>STRAND</b>		<b>Civics, Government, and Human Rights: Participation and Deliberation</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</b>

INDICATOR	6.3.5.Civi csPD.3:	Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Environmental Justice Video</a>
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**CONTENT AREA / STANDARD**      **6.3.      Active Citizenship in the 21st Century by the end of Grade 5**

<b>STRAND</b>		<b>Geography, People, and the Environment: Human Environment Interaction</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</b>

INDICATOR	6.3.5.Geo HE.1:	Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Environmental Justice Video</a>
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**New Jersey Student Learning Standards  
Social Studies  
Grade: 4 - Adopted: 2020/Implement 2021**

**CONTENT AREA / STANDARD**      **Social Studies Practices**

<b>STRAND</b>		<b>Taking Informed Action</b>
<b>CONTENT STATEMENT</b>		After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Environmental Justice Video</a>

**CONTENT AREA / STANDARD**      **6.1.      U.S. History: America in the World by the End of Grade 5**

<b>STRAND</b>		<b>Civics, Government, and Human Rights: Civics and Political Institutions</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>In a representative democracy, individuals play a role in how government functions.</b>

INDICATOR	6.1.5.Civi csPI.1:	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">3-5 Environmental Justice Video</a>
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**CONTENT AREA / STANDARD**      **6.1.      U.S. History: America in the World by the End of Grade 5**

<b>STRAND</b>		<b>Civics, Government, and Human Rights: Democratic Principles</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</b>

INDICATOR 6.1.5.CivicsDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD** 6.3. **Active Citizenship in the 21st Century by the end of Grade 5**

<b>STRAND</b>		<b>Civics, Government, and Human Rights: Participation and Deliberation</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</b>

INDICATOR 6.3.5.CivicsDP.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD** 6.3. **Active Citizenship in the 21st Century by the end of Grade 5**

<b>STRAND</b>		<b>Civics, Government, and Human Rights: Participation and Deliberation</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</b>

INDICATOR 6.3.5.CivicsDP.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD** 6.3. **Active Citizenship in the 21st Century by the end of Grade 5**

<b>STRAND</b>		<b>Geography, People, and the Environment: Human Environment Interaction</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</b>

INDICATOR 6.3.5.Geo HE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

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[3-5 Environmental Justice Video](#)

**New Jersey Student Learning Standards  
 Social Studies  
 Grade: 5 - Adopted: 2020/Implement 2021**

**CONTENT AREA / STANDARD**

**Social Studies Practices**

<b>STRAND</b>	<b>Taking Informed Action</b>
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CONTENT STATEMENT After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD**

**6.1. U.S. History: America in the World by the End of Grade 5**

<b>STRAND</b>	<b>Civics, Government, and Human Rights: Civics and Political Institutions</b>
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<b>CONTENT STATEMENT</b>	<b>Core Idea</b>
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<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>In a representative democracy, individuals play a role in how government functions.</b>
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INDICATOR 6.1.5.Civics csPI.1: Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD**

**6.1. U.S. History: America in the World by the End of Grade 5**

<b>STRAND</b>	<b>Civics, Government, and Human Rights: Democratic Principles</b>
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<b>CONTENT STATEMENT</b>	<b>Core Idea</b>
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<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>Fundamental rights that allow democratic societies to function can be seen at all levels of government in society.</b>
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INDICATOR 6.1.5.Civics csDP.2: Compare and contrast responses of individuals and groups, past and present, to violations of fundamental rights (e.g., fairness, civil rights, human rights).

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD**

**6.3. Active Citizenship in the 21st Century by the end of Grade 5**

<b>STRAND</b>		<b>Civics, Government, and Human Rights: Participation and Deliberation</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Through participation in the decision-making process (e.g., voting, petitions, contacting elected officials, serving in their community) people can initiate change.</b>

INDICATOR 6.3.5.CivicsPD.1: Develop an action plan that addresses issues related to climate change and share with school and/or community members.

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD** 6.3. **Active Citizenship in the 21st Century by the end of Grade 5**

<b>STRAND</b>		<b>Civics, Government, and Human Rights: Participation and Deliberation</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Effective conflict resolution is possible when evidence, diverse perspectives, and intended/unintended consequences are considered.</b>

INDICATOR 6.3.5.CivicsPD.3: Propose a solution to a local issue after considering evidence and the perspectives of different groups, including community members and local officials.

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[3-5 Environmental Justice Video](#)

**CONTENT AREA / STANDARD** 6.3. **Active Citizenship in the 21st Century by the end of Grade 5**

<b>STRAND</b>		<b>Geography, People, and the Environment: Human Environment Interaction</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Human activities affect environmental characteristics of places or regions resulting in positive and negative impacts.</b>

INDICATOR 6.3.5.GeoHE.1: Plan and participate in an advocacy project to inform others about the impact of climate change at the local or state level and propose possible solutions.

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[3-5 Environmental Justice Video](#)

New Jersey Student Learning Standards  
 Social Studies  
 Grade: 6 - Adopted: 2020/Implement 2021

**CONTENT AREA / STANDARD** **Social Studies Practices**

<b>STRAND</b>		<b>Taking Informed Action</b>
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CONTENT  
STATEMENT

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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[6-8 Environmental Justice Video](#)

**New Jersey Student Learning Standards**  
**Social Studies**  
Grade: **7** - Adopted: **2020/Implement 2021**

CONTENT  
AREA /  
STANDARD

**Social Studies Practices**

STRAND

**Taking Informed Action**

CONTENT  
STATEMENT

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

**New Jersey Student Learning Standards**  
**Social Studies**  
Grade: **8** - Adopted: **2020/Implement 2021**

CONTENT  
AREA /  
STANDARD

**Social Studies Practices**

STRAND

**Taking Informed Action**

CONTENT  
STATEMENT

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

**New Jersey Student Learning Standards**  
**Social Studies**  
Grade: **9** - Adopted: **2020/Implement 2021**

CONTENT  
AREA /  
STANDARD

**Social Studies Practices**

STRAND

**Taking Informed Action**

CONTENT  
STATEMENT

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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

**CONTENT AREA / STANDARD**      **6.1.      U.S. History: America in the World by the End of Grade 12**

<b>STRAND</b>	Era 14.	Contemporary United States: Domestic Policies (1970–Today) – Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.
<b>CONTENT STATEMENT</b>		Core Idea
<b>CUMULATIVE PROGRESS INDICATOR</b>		Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.

INDICATOR      6.1.12.Ge Evaluate the impact of individual, business, and government decisions and actions on the environment and  
oHE.14.a: climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

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[9-12 Environmental Justice Video](#)

**CONTENT AREA / STANDARD**      **6.2.      World History: Global Studies by the End of Grade 12**

<b>STRAND</b>	Era 6.	Contemporary Issues – Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.
<b>CONTENT STATEMENT</b>		Core Idea
<b>CUMULATIVE PROGRESS INDICATOR</b>		Human and civil rights support the worth and dignity of the individual.

INDICATOR      6.2.12.Civ Make an evidence-based argument on the tensions between national sovereignty and global priorities  
icsHR.6.b: regarding economic development and environmental sustainability and its impact on human rights.

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[9-12 Environmental Justice Video](#)

**CONTENT AREA / STANDARD**      **6.3.      Active Citizenship in the 21st Century by the End of Grade 12**

<b>STRAND</b>		Geography, People, and the Environment: Global Interconnections
<b>CONTENT STATEMENT</b>		Core Idea
<b>CUMULATIVE PROGRESS INDICATOR</b>		Global interconnections create complex spatial patterns at multiple scales that continue to change over time.

INDICATOR      6.3.12.Ge Collaborate with students from other countries to develop possible solutions to an issue of environmental  
oGI.1: justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.

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[9-12 Environmental Justice Video](#)

**CONTENT  
AREA /  
STANDARD**

**Social Studies Practices**

<b>STRAND</b>	<b>Taking Informed Action</b>
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**CONTENT  
STATEMENT**

After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.

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**CONTENT  
AREA /  
STANDARD**

**6.1. U.S. History: America in the World by the End of Grade 12**

<b>STRAND</b>	<b>Era 14.</b>	<b>Contemporary United States: Domestic Policies (1970–Today) – Differing views on government's role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</b>
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<b>CONTENT STATEMENT</b>	<b>Core Idea</b>
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<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</b>
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**INDICATOR**

6.1.12.Ge  
oHE.14.a: Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.

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[9-12 Environmental Justice Video](#)

**CONTENT  
AREA /  
STANDARD**

**6.2. World History: Global Studies by the End of Grade 12**

<b>STRAND</b>	<b>Era 6.</b>	<b>Contemporary Issues – Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.</b>
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<b>CONTENT STATEMENT</b>	<b>Core Idea</b>
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<b>CUMULATIVE PROGRESS INDICATOR</b>	<b>Human and civil rights support the worth and dignity of the individual.</b>
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**INDICATOR**

6.2.12.Civ  
icsHR.6.b: Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.

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[9-12 Environmental Justice Video](#)

**CONTENT  
AREA /  
STANDARD**

**6.3. Active Citizenship in the 21st Century by the End of Grade 12**

<b>STRAND</b>	<b>Geography, People, and the Environment: Global Interconnections</b>
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<b>CONTENT STATEMENT</b>	<b>Core Idea</b>
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<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b>
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INDICATOR	6.3.12.Ge oGI.1:	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
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**Alliance to Save Energy**  
[9-12 Environmental Justice Video](#)

**New Jersey Student Learning Standards  
 Social Studies  
 Grade: 11 - Adopted: 2020/Implement 2021**

**CONTENT AREA / STANDARD**      **Social Studies Practices**

<b>STRAND</b>		<b>Taking Informed Action</b>
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CONTENT STATEMENT		After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
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**Alliance to Save Energy**  
[9-12 Environmental Justice Video](#)

**CONTENT AREA / STANDARD**      **6.1.      U.S. History: America in the World by the End of Grade 12**

<b>STRAND</b>	<b>Era 14.</b>	<b>Contemporary United States: Domestic Policies (1970–Today) – Differing views on government’s role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</b>
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<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
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<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</b>
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INDICATOR	6.1.12.Ge oHE.14.a:	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
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[9-12 Environmental Justice Video](#)

**CONTENT AREA / STANDARD**      **6.2.      World History: Global Studies by the End of Grade 12**

<b>STRAND</b>	<b>Era 6.</b>	<b>Contemporary Issues – Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.</b>
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<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
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<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Human and civil rights support the worth and dignity of the individual.</b>
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INDICATOR	6.2.12.Civ icsHR.6.b:	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.  <a href="#"><u>Alliance to Save Energy</u></a> <a href="#">9-12 Environmental Justice Video</a>
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**CONTENT AREA / STANDARD**      **6.3.      Active Citizenship in the 21st Century by the End of Grade 12**

<b>STRAND</b>		<b>Geography, People, and the Environment: Global Interconnections</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b>

INDICATOR	6.3.12.Ge oGI.1:	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
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[Alliance to Save Energy](#)  
[9-12 Environmental Justice Video](#)

**New Jersey Student Learning Standards  
Social Studies  
Grade: 12 - Adopted: 2020/Implement 2021**

**CONTENT AREA / STANDARD**      **Social Studies Practices**

<b>STRAND</b>		<b>Taking Informed Action</b>
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CONTENT STATEMENT	After thoroughly investigating questions, taking informed action means building consensus about possible actions and planning strategically to implement change. Democracy requires citizens to practice discussion, negotiation, coalition-seeking, and peaceful conflict resolution. When appropriate, taking informed action involves creating and/or implementing action plans designed to solve problems and create positive change.
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[Alliance to Save Energy](#)  
[9-12 Environmental Justice Video](#)

**CONTENT AREA / STANDARD**      **6.1.      U.S. History: America in the World by the End of Grade 12**

<b>STRAND</b>	<b>Era 14.</b>	<b>Contemporary United States: Domestic Policies (1970–Today) – Differing views on government’s role in social and economic issues led to greater partisanship in government decision making. The increased economic prosperity and opportunities experienced by many masked growing tensions and disparities experienced by some individuals and groups. Immigration, educational opportunities, and social interaction have led to the growth of a multicultural society with varying values and perspectives.</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Political and economic decisions throughout time have influenced cultural and environmental characteristics of various places and regions.</b>

INDICATOR	6.1.12.Ge oHE.14.a:	Evaluate the impact of individual, business, and government decisions and actions on the environment and climate change and assess the efficacy of government policies and agencies in New Jersey and the United States in addressing these decisions.
		<b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Environmental Justice Video</a>

**CONTENT AREA / STANDARD**      **6.2.      World History: Global Studies by the End of Grade 12**

<b>STRAND</b>	<b>Era 6.</b>	<b>Contemporary Issues – Technological innovation, economic interdependence, changes in population growth, migratory patterns, and the development, distribution, and use of natural resources offer challenges and opportunities that transcend regional and national borders.</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Human and civil rights support the worth and dignity of the individual.</b>

INDICATOR	6.2.12.Civ icsHR.6.b:	Make an evidence-based argument on the tensions between national sovereignty and global priorities regarding economic development and environmental sustainability and its impact on human rights.
		<b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Environmental Justice Video</a>

**CONTENT AREA / STANDARD**      **6.3.      Active Citizenship in the 21st Century by the End of Grade 12**

<b>STRAND</b>		<b>Geography, People, and the Environment: Global Interconnections</b>
<b>CONTENT STATEMENT</b>		<b>Core Idea</b>
<b>CUMULATIVE PROGRESS INDICATOR</b>		<b>Global interconnections create complex spatial patterns at multiple scales that continue to change over time.</b>

INDICATOR	6.3.12.Ge oGI.1:	Collaborate with students from other countries to develop possible solutions to an issue of environmental justice, including climate change and water scarcity, and present those solutions to relevant national and international governmental and/or nongovernmental organizations.
		<b><u>Alliance to Save Energy</u></b> <a href="#">9-12 Environmental Justice Video</a>