

Main Criteria: New York State Learning Standards and Core Curriculum

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 York State Learning Standards and Core Curriculum

Language Arts

Grade: 3 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE
EXPECTATION

STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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3-8 Custodial Presentation & Pledge

Assembly Announcement

Family Presentation

Staff Presentation

GRADE
EXPECTATION

STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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Family Presentation

Staff Presentation

GRADE
EXPECTATION

STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Craft and Structure
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GRADE EXPECTATION

STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
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GRADE EXPECTATION

STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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GRADE EXPECTATION

STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

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GRADE EXPECTATION

STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

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GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
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GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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New York State Next Generation English Language Arts Learning Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

English Language Arts Anchor Standards

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Speaking and Listening Anchor Standards

**EXPECTATION /
CONTENT
SPECIFICATION**

Presentation of Knowledge and Ideas

GRADE
EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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New York State Next Generation English Language Arts Learning Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

English Language Arts Anchor Standards

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Language Anchor Standards

**EXPECTATION /
CONTENT
SPECIFICATION**

Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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3-8 Custodial Presentation & Pledge
Assembly Announcement
Carbon Footprint Journal
Family Presentation
Staff Presentation

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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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Assembly Announcement
Family Presentation
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GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

3R2:

Determine a theme or central idea and explain how it is supported by key details; summarize portions of a text. (RI&RL)

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EXPECTATION / CONTENT SPECIFICATION 3R3: In literary texts, describe character traits, motivations, or feelings, drawing on specific details from the text. (RL)
In informational texts, describe the relationship among a series of events, ideas, concepts, or steps in a text, using language that pertains to time, sequence, and cause/effect. (RI)

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Assembly Announcement
Family Presentation
Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	3rd Grade Reading Standards (Literary and Informational Text) 3R
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / CONTENT SPECIFICATION 3R4: Determine the meaning of words, phrases, figurative language, and academic and content-specific words. (RI&RL)

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Family Presentation
Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	3rd Grade Reading Standards: Foundational Skills 3RF
STANDARD / CONCEPTUAL UNDERSTANDING	Fluency

EXPECTATION / CONTENT SPECIFICATION 3RF4: Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE EXPECTATION 3RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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Assembly Announcement
Family Presentation
Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	3rd Grade Writing Standards 3W
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STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes	
EXPECTATION / CONTENT SPECIFICATION	3W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.
GRADE EXPECTATION	3W2a:	<p>Introduce a topic and organize related information together.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	3W2b:	<p>Develop a topic with facts, definitions, and details; include illustrations when useful for aiding comprehension.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation</p>
GRADE EXPECTATION	3W2c:	<p>Use precise language and content-specific vocabulary.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	3W2d:	<p>Use linking words and phrases to connect ideas within categories of information.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	3W2e:	<p>Provide a concluding statement or section.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA	3rd Grade Writing Standards 3W	

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	3W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

GRADE EXPECTATION 3W3b: Use descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations.

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- 3-5 Final Presentation & Peer Performance
- 3-5 My Future Green Career
- Assembly Announcement
- Carbon Footprint Journal
- Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Writing Standards 3W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 3W6: Conduct research to answer questions, including self-generated questions, and to build knowledge.

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EXPECTATION / CONTENT SPECIFICATION 3W7: Recall relevant information from experiences or gather information from multiple sources; take brief notes on sources and sort evidence into provided categories.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	3SL1:	Participate and engage effectively in a range of collaborative discussions with diverse peers and adults, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION	3SL1a:	<p>Come to discussions having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation</p>
GRADE EXPECTATION	3SL1c:	<p>Ask questions to check understanding of information presented and link comments to the remarks of others.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation</p>
GRADE EXPECTATION	3SL1d:	<p>Explain their own ideas and understanding of the discussion.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation</p>

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	3SL2:	<p>Determine the central ideas and supporting details or information presented in diverse texts and formats (e.g., including visual, quantitative, and oral).</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Speaking and Listening Standards 3SL
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STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	3L3:	Recognize differences between the conventions of spoken conversational English and academic English; signal this awareness by selecting conversational or academic forms when speaking or writing.

GRADE EXPECTATION 3L3a: Choose words and phrases for effect.

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies, including, but not limited to the following:

GRADE EXPECTATION 3L4a: Use sentence-level context as a clue to the meaning of a word or phrase.

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	3L5:	Demonstrate understanding of word relationships and nuances in word meanings.

GRADE EXPECTATION	3L5a:	Distinguish the literal and nonliteral meanings of words and phrases in context (e.g., take steps). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		3rd Grade Language Standards 3L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	3L6:	Acquire and accurately use conversational, general academic, and content-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went out for dessert). <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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**New York State Learning Standards and Core Curriculum
Language Arts
Grade: 4 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION		STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION	<p>STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career</p>
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION	<p>STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career</p>
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GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral). <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE
EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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Assembly Announcement
Staff Presentation

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Alliance to Save Energy
3-5 Explore Renewables Energy Poster Project
3-5 Final Presentation & Peer Performance
3-8 Custodial Presentation & Pledge
Assembly Announcement
Carbon Footprint Journal
Family Presentation
Staff Presentation

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

4th Grade Reading Standards (Literary and Informational Text) | 4R

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

4R2:

Determine a theme or central idea of text and explain how it is supported by key details; summarize a text. (RI&RL)

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Assembly Announcement
Family Presentation
Staff Presentation

EXPECTATION /
CONTENT
SPECIFICATION

4R3:

In literary texts, describe a character, setting, or event, drawing on specific details in the text. (RL) In informational texts, explain events, procedures, ideas, or concepts, including what happened and why, based on specific evidence from the text. (RI)

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Assembly Announcement
Family Presentation
Staff Presentation

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DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

4th Grade Reading Standards (Literary and Informational Text) | 4R

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

4R4:

Determine the meaning of words, phrases, figurative language, academic, and content-specific words. (RI&RL)

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Assembly Announcement
Family Presentation
Staff Presentation

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards (Literary and Informational Text) 4R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

**EXPECTATION /
CONTENT
SPECIFICATION** 4R7: Identify information presented visually, orally, or quantitatively (e.g., in charts, graphs, diagrams, time lines, animations, illustrations), and explain how the information contributes to an understanding of the text. (RI&RL)

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DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Reading Standards: Foundational Skills 4RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	4RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

**GRADE
EXPECTATION** 4RF4b: Use context to confirm or self-correct word recognition and understanding, rereading as necessary.

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3-8 Custodial Presentation & Pledge

Assembly Announcement

Family Presentation

Staff Presentation

**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	4W2a:	Introduce a topic clearly and organize related information in paragraphs and sections. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE EXPECTATION	4W2b:	Develop ideas on a topic with facts, definitions, concrete details, or other relevant information; include text features when useful for aiding comprehension. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE EXPECTATION	4W2c:	Use precise language and content-specific vocabulary. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE EXPECTATION	4W2d:	Use transitional words and phrases to connect ideas within categories of information. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE EXPECTATION	4W2e:	Provide a concluding statement or section related to the information or explanation presented. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	4W3:	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE EXPECTATION 4W3b: Use dialogue and description of actions, thoughts, and feelings to develop experiences and events or show the responses of characters to situations.

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

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 4W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the grade 4 Reading Standards.

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

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	4th Grade Writing Standards 4W
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 4W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigating multiple aspects of a topic.

- Alliance to Save Energy**
3-5 Explore Renewables Energy Poster Project
3-5 My Future Green Career

EXPECTATION / CONTENT SPECIFICATION 4W7: Recall relevant information from experiences or gather relevant information from multiple sources; take notes and categorize information, and provide a list of sources.

- Alliance to Save Energy**
3-5 Explore Renewables Energy Poster Project
3-5 My Future Green Career

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	4SL1:	Engage effectively in a range of collaborative discussions with diverse partners, expressing ideas clearly, and building on those of others.

GRADE EXPECTATION 4SL1a: Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion.

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 Assembly Announcement
 Poster Campaign
 Staff Presentation

GRADE EXPECTATION 4SL1b: Follow agreed-upon norms for discussions and carry out assigned roles.

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

GRADE EXPECTATION 4SL1d: Review the relevant ideas expressed and explain their own ideas and understanding of the discussion.

Alliance to Save Energy
[3-5 Explore Renewables Energy Poster Project](#)
[3-5 Final Presentation & Peer Performance](#)
[3-8 Custodial Presentation & Pledge](#)
 Assembly Announcement
 Poster Campaign
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		4th Grade Speaking and Listening Standards 4SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION 4SL4: 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 and volume appropriate for audience.

Alliance to Save Energy
[3-5 Final Presentation & Peer Performance](#)
 Assembly Announcement
 Staff Presentation

EXPECTATION / CONTENT SPECIFICATION	4SL5:	Include digital media and/or visual displays in presentations to emphasize central ideas or themes. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Family Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	4L1:	Core Conventions Skills for Grades 3-5:

GRADE EXPECTATION	4L1:12	Recognize and correct inappropriate shifts in verb tense. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE EXPECTATION	4L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language
EXPECTATION / CONTENT SPECIFICATION	4L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.

GRADE EXPECTATION	4L3a:	Choose words and phrases to convey ideas precisely. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE EXPECTATION	4L3c:	Distinguish between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small group discussion). <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	4L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	4L4a:	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		4th Grade Language Standards 4L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION 4L6: Acquire and accurately use general academic and content-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation).

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

**New York State Learning Standards and Core Curriculum
 Language Arts
 Grade: 5 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

GRADE EXPECTATION STANDARD 2: 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

GRADE EXPECTATION STANDARD 3: 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

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE
EXPECTATION

STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE
EXPECTATION

STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Alliance to Save Energy
[3-5 Explore Renewables Energy Poster Project](#)
[3-5 Final Presentation & Peer Performance](#)
[Assembly Announcement](#)
[Carbon Footprint Journal](#)
[Staff Presentation](#)

GRADE
EXPECTATION

STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Alliance to Save Energy
[3-5 Explore Renewables Energy Poster Project](#)
[3-5 Final Presentation & Peer Performance](#)
[3-5 My Future Green Career](#)
[Assembly Announcement](#)
[Carbon Footprint Journal](#)
[Staff Presentation](#)

GRADE EXPECTATION	<p>STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career</p>
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION	<p>STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career</p>
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GRADE EXPECTATION	<p>STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career</p>
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
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GRADE EXPECTATION	STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral). <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE EXPECTATION	STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

Alliance to Save Energy

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

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Alliance to Save Energy

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

GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Alliance to Save Energy

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

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	5th Grade Reading Standards (Literary and Informational Text) 5R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	5R2:	Determine a theme or central idea and explain how it is supported by key details; summarize a text. (RI&RL) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Reading Standards: Foundational Skills 5RF
STANDARD / CONCEPTUAL UNDERSTANDING		Fluency
EXPECTATION / CONTENT SPECIFICATION	5RF4:	Read grade-level text with sufficient accuracy and fluency to support comprehension.

GRADE EXPECTATION	5RF4b:	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W2:	Write informative/explanatory texts to explore a topic and convey ideas and information relevant to the subject.

GRADE EXPECTATION	5W2a:	Introduce a topic clearly, provide a general focus, and organize related information logically. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE EXPECTATION	5W2b:	Develop a topic with facts, definitions, concrete details, quotations, or other relevant information; include text features, illustrations, and multimedia to aid comprehension. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation
GRADE EXPECTATION	5W2c:	Use precise language and content-specific vocabulary to explain a topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE EXPECTATION	5W2d:	Use appropriate transitional/linking words, phrases, and clauses to clarify and connect ideas and concepts. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE EXPECTATION	5W2e:	Provide a concluding statement or section related to the information or explanation presented. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	5W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details, and clear event sequences.

GRADE EXPECTATION 5W3b: Use narrative techniques, such as dialogue and description, to develop experiences and events or show the responses of characters to situations.

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

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 5W5: Draw evidence from literary or informational texts to respond and support analysis, reflection, and research by applying the Grade 5 Reading Standards.

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

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	5th Grade Writing Standards 5W
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 5W6: Conduct research to answer questions, including self-generated questions, and to build knowledge through investigation of multiple aspects of a topic using multiple sources.

- Alliance to Save Energy**
 3-5 Explore Renewables Energy Poster Project
 3-5 My Future Green Career

EXPECTATION / CONTENT SPECIFICATION 5W7: Recall relevant information from experiences or gather relevant information from multiple sources; summarize or paraphrase; avoid plagiarism and provide a list of sources.

- Alliance to Save Energy**
 3-5 Explore Renewables Energy Poster Project
 3-5 My Future Green Career

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	5SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.
GRADE EXPECTATION	5SL1a:	Come to discussions prepared, having read or studied required material; draw on that preparation and other information known about the topic to explore ideas under discussion. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation
GRADE EXPECTATION	5SL1b:	Follow agreed-upon norms for discussions and carry out assigned roles. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		5th Grade Speaking and Listening Standards 5SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas
EXPECTATION / CONTENT SPECIFICATION	5SL4:	Report on a topic or text, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support central ideas or themes; speak clearly at an understandable pace and volume appropriate for audience. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
EXPECTATION / CONTENT SPECIFICATION	5SL5:	Include digital media and/or visual displays in presentations to emphasize and enhance central ideas or themes. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Family Presentation

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	5L1:	Core Conventions Skills for Grades 3-5:
GRADE EXPECTATION	5L1:12	Recognize and correct inappropriate shifts in verb tense. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE EXPECTATION	5L1:16	Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	5L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	5L4a:	Use context (e.g., cause/effect relationships and comparisons in text) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		5th Grade Language Standards 5L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

**EXPECTATION /
CONTENT
SPECIFICATION** 5L6: Acquire and accurately use general academic and content-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**
[3-5 Explore Renewables Energy Poster Project](#)
[3-5 Final Presentation & Peer Performance](#)
[Assembly Announcement](#)
[Carbon Footprint Journal](#)
[Staff Presentation](#)

**New York State Learning Standards and Core Curriculum
Language Arts
Grade: 6 - Adopted: 2017/Effective 2020**

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

**GRADE
EXPECTATION** STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

- Alliance to Save Energy**
[3-8 Custodial Presentation & Pledge](#)
[Assembly Announcement](#)
[Family Presentation](#)
[Staff Presentation](#)

**GRADE
EXPECTATION** STANDARD 2: 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](#)

GRADE
EXPECTATION

STANDARD 3: 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

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DOMAIN /
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THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY /
CLUSTER /
KEY IDEA

English Language Arts Anchor Standards

STANDARD /
CONCEPTUAL
UNDERSTANDING

Reading Anchor Standards

EXPECTATION /
CONTENT
SPECIFICATION

Craft and Structure

GRADE
EXPECTATION

STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

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UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY /
CLUSTER /
KEY IDEA

English Language Arts Anchor Standards

STANDARD /
CONCEPTUAL
UNDERSTANDING

Writing Anchor Standards

EXPECTATION /
CONTENT
SPECIFICATION

Text Types and Purposes

GRADE
EXPECTATION

STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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

GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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GRADE EXPECTATION	STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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

GRADE EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

Alliance to Save Energy

- Family Presentation
- Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

Alliance to Save Energy

- 6-12 Final Presentation & Peer Performance
- Assembly Announcement
- Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

Alliance to Save Energy

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

GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	6th Grade Reading Standards (Literary and Informational Text) 6R
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION	6R2:	Determine a theme or central idea of a text and how it is developed by key supporting details over the course of a text; summarize a text (RI&RL) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	6R3:	In literary texts, describe how events unfold, as well as how characters respond or change as the plot moves toward a resolution. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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THEME** **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards 6W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION	6W2:	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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GRADE EXPECTATION	6W2a:	Introduce a topic clearly; organize ideas, concepts, and information using strategies such as definition, classification, comparison/contrast, and cause/effect. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE EXPECTATION	6W2b:	Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation
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GRADE EXPECTATION	6W2c:	Use precise language and content-specific vocabulary to explain a topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE EXPECTATION	6W2d:	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE EXPECTATION	6W2e:	Provide a concluding statement or section that explains the significance of the information presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	6W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and sequencing

GRADE EXPECTATION	6W3d:	Use precise words and phrases, relevant descriptive details, and sensory language to convey experiences and events. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards 6W
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / CONTENT SPECIFICATION 6W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 6 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		6th Grade Writing Standards 6W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 6W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate.

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[6-8 My Future Green Career](#)

EXPECTATION / CONTENT SPECIFICATION 6W7: Gather relevant information from multiple sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and provide basic bibliographic information for sources.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards 6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	6SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of other.

GRADE EXPECTATION	6SL1a:	<p>Come to discussions prepared, having read or studied required material; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation</p>
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GRADE EXPECTATION	6SL1b:	<p>Follow norms for collegial discussions, set specific goals and deadlines, and define individual roles as needed.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		6th Grade Speaking and Listening Standards 6SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	6SL4:	<p>Present claims and findings, sequencing ideas logically and using relevant descriptions, facts, and details to accentuate central ideas or themes; use appropriate eye contact, adequate volume, and clear enunciation.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>
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EXPECTATION / CONTENT SPECIFICATION	6SL5:	<p>Include digital media and/or visual displays in presentations to clarify information and emphasize and enhance central ideas or themes.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	6L1:	Core Conventions Skills for Grades 6-8:
GRADE EXPECTATION	6L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

GRADE EXPECTATION	6L1:9	Recognize and correct inappropriate verb shifts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	6L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	6L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	6L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		6th Grade Language Standards 6L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION 6L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 6-8 Explore Renewables Energy Poster Project
 Assembly Announcement
 Carbon Footprint Journal
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION 1 Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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 Assembly Announcement
 Family Presentation
 Staff Presentation

EXPECTATION / CONTENT SPECIFICATION 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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 Assembly Announcement
 Family Presentation
 Staff Presentation

EXPECTATION / CONTENT SPECIFICATION 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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 Assembly Announcement
 Family Presentation
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
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STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
CONTENT
SPECIFICATION

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

**STRAND /
DOMAIN /
UNIFYING
THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
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STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
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EXPECTATION / 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
CONTENT
SPECIFICATION

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

EXPECTATION / 3 Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.
CONTENT
SPECIFICATION

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

EXPECTATION / 4 Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.
CONTENT
SPECIFICATION

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

**STRAND /
DOMAIN /
UNIFYING
THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
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EXPECTATION / CONTENT SPECIFICATION RH3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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 6-8 Explore Renewables Energy Poster Project
 6-8 My Future Green Career
 Assembly Announcement
 Family Presentation
 Poster Campaign
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / CONTENT SPECIFICATION RH4: Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.

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 Staff Presentation

EXPECTATION / CONTENT SPECIFICATION RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

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 Family Presentation
 Staff Presentation

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING	Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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 6-8 Explore Renewables Energy Poster Project
 Family Presentation
 Staff Presentation

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UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

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[6-8 Explore Renewables Energy Poster Project](#)
[6-8 My Future Green Career](#)
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[Family Presentation](#)
[Poster Campaign](#)
[Staff Presentation](#)

EXPECTATION /
CONTENT
SPECIFICATION

RST2: Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

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[Assembly Announcement](#)
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[Staff Presentation](#)

EXPECTATION /
CONTENT
SPECIFICATION

RST3: Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

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[Family Presentation](#)
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UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

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EXPECTATION / CONTENT SPECIFICATION RST6: Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

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 6-8 Explore Renewables Energy Poster Project
 6-8 My Future Green Career
 Assembly Announcement
 Family Presentation
 Poster Campaign
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING	Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION RST7: Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).

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EXPECTATION / CONTENT SPECIFICATION RST9: Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

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 Family Presentation
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION WHST2: Write informative/explanatory text focused on discipline-specific content.

GRADE EXPECTATION	<p>WHST2a: Introduce a topic clearly; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>WHST2b: Develop the topic with relevant, well-chosen facts, data, definitions, concrete details, citations, or other information and examples.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>WHST2c: Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>WHST2d: Use precise language and content-specific vocabulary to inform and/or to explain the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	<p>WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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EXPECTATION / CONTENT SPECIFICATION WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION WHST5: Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Alliance to Save Energy
[6-8 Explore Renewables Energy Poster Project](#)
[6-8 My Future Green Career](#)

EXPECTATION / CONTENT SPECIFICATION WHST6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

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[6-8 My Future Green Career](#)

EXPECTATION / CONTENT SPECIFICATION WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

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[Assembly Announcement](#)
[Family Presentation](#)
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**New York State Learning Standards and Core Curriculum
 Language Arts
 Grade: 7 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details

GRADE
EXPECTATION

STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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

GRADE
EXPECTATION

STANDARD 2: 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](#)

GRADE
EXPECTATION

STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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

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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE
EXPECTATION

STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE
EXPECTATION

STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Alliance to Save Energy

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

GRADE
EXPECTATION

STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Alliance to Save Energy

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

GRADE
EXPECTATION

STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

Alliance to Save Energy

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

GRADE
EXPECTATION

STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Alliance to Save Energy

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

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION		<p>STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career</p>
GRADE EXPECTATION		<p>STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism</p> <p><u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career</p>
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION		<p>STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation</p>
GRADE EXPECTATION		<p>STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).</p> <p><u>Alliance to Save Energy</u> Family Presentation Staff Presentation</p>
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

Alliance to Save Energy

6-12 Final Presentation & Peer Performance
 Assembly Announcement
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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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

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY /
CLUSTER /
KEY IDEA

7th Grade Reading Standards (Literary and Informational Text) | 7R

STANDARD /
CONCEPTUAL
UNDERSTANDING

Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

7R2:

Determine a theme or central idea of a text and analyze its development over the course of the text; summarize a text. (RI&RL)

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- Assembly Announcement
- Family Presentation
- Staff Presentation

EXPECTATION /
CONTENT
SPECIFICATION

7R3:

In literary texts, analyze how elements of plot are related, affect one another, and contribute to meaning. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

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- Assembly Announcement
- Family Presentation
- Staff Presentation

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY /
CLUSTER /
KEY IDEA

7th Grade Writing Standards | 7W

STANDARD /
CONCEPTUAL
UNDERSTANDING

Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	7W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	7W2a:	<p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast and cause/effect.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	7W2b:	<p>Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation</p>
GRADE EXPECTATION	7W2c:	<p>Use precise language and content-specific vocabulary to explain a topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	7W2d:	<p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	7W2e:	<p>Provide a concluding statement or section that explains the significance of the information presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA	7th Grade Writing Standards 7W	

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	7W3:	Write narratives to develop real or imagined experiences or events using effective techniques, descriptive details and clear sequencing.

GRADE
EXPECTATION

7W3d:

Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

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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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DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION

7W5:

Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 7 Reading Standards to both literary and informational text, where applicable.

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Assembly Announcement
Family Presentation
Staff Presentation

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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Writing Standards 7W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION

7W6:

Conduct research to answer questions, including self-generated questions, drawing on multiple sources and refocusing the inquiry when appropriate. Generate additional related questions for further research and investigation.

Alliance to Save Energy

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

EXPECTATION / CONTENT SPECIFICATION 7W7: Gather relevant information from multiple sources; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others; avoid plagiarism and follow a standard format for citation.

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[6-8 Explore Renewables Energy Poster Project](#)
[6-8 My Future Green Career](#)

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	7SL1:	Engage effectively in a range of collaborative discussions with diverse partners; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION 7SL1a: Come to discussions prepared, having read or researched material under study; draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.

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[6-12 Final Presentation & Peer Performance](#)
[6-8 Explore Renewables Energy Poster Project](#)
 Assembly Announcement
 Poster Campaign
 Staff Presentation

GRADE EXPECTATION 7SL1b: Follow norms for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.

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[6-12 Final Presentation & Peer Performance](#)
[6-8 Explore Renewables Energy Poster Project](#)
 Assembly Announcement
 Poster Campaign
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		7th Grade Speaking and Listening Standards 7SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	7SL4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear enunciation. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	7SL5:	Include digital media and/or visual displays in presentations to clarify claims and findings and emphasize salient points. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	7L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	7L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE EXPECTATION	7L1:9	Recognize and correct inappropriate verb shifts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Knowledge of Language

EXPECTATION / CONTENT SPECIFICATION	7L3:	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE EXPECTATION	7L3a:	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	7L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	7L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	7L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		7th Grade Language Standards 7L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / 7L6: Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary
CONTENT knowledge when considering a word or phrase important to comprehension or expression.
SPECIFICATION

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

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / 1 Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite
CONTENT specific textual evidence when writing or speaking to support conclusions drawn from the text.
SPECIFICATION

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 3-8 Custodial Presentation & Pledge
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 Family Presentation
 Staff Presentation

EXPECTATION / 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting
CONTENT details and ideas.
SPECIFICATION

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

EXPECTATION / 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
CONTENT
SPECIFICATION

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 Assembly Announcement
 Family Presentation
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / 4
CONTENT
SPECIFICATION

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

**STRAND /
DOMAIN /
UNIFYING
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Writing
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STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes
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EXPECTATION / 2
CONTENT
SPECIFICATION

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
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6-8 Explore Renewables Energy Poster Project
Assembly Announcement
Carbon Footprint Journal
Staff Presentation

EXPECTATION / 3
CONTENT
SPECIFICATION

Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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

EXPECTATION / 4
CONTENT
SPECIFICATION

Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

**STRAND /
DOMAIN /
UNIFYING
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Writing
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STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION	5	Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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EXPECTATION / CONTENT SPECIFICATION	6	Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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EXPECTATION / CONTENT SPECIFICATION	7	Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Staff Presentation
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DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RH1:	Cite specific textual evidence to support analysis of primary and secondary sources. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION RH3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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 6-8 Explore Renewables Energy Poster Project
 6-8 My Future Green Career
 Assembly Announcement
 Family Presentation
 Poster Campaign
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

STANDARD / CONCEPTUAL UNDERSTANDING

Craft and Structure

EXPECTATION / CONTENT SPECIFICATION

RH4: Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies.

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 Assembly Announcement
 Family Presentation
 Staff Presentation

EXPECTATION / CONTENT SPECIFICATION

RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

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 Family Presentation
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

STANDARD / CONCEPTUAL UNDERSTANDING

Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION

RH7: Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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 6-8 Explore Renewables Energy Poster Project
 Family Presentation
 Staff Presentation

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UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions.

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[6-8 My Future Green Career](#)
[Assembly Announcement](#)
[Family Presentation](#)
[Poster Campaign](#)
[Staff Presentation](#)

EXPECTATION /
CONTENT
SPECIFICATION

RST2: Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

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EXPECTATION /
CONTENT
SPECIFICATION

RST3: Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.

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DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION /
CONTENT
SPECIFICATION

RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

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[Family Presentation](#)
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EXPECTATION / CONTENT SPECIFICATION RST6: Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

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 6-8 Explore Renewables Energy Poster Project
 6-8 My Future Green Career
 Assembly Announcement
 Family Presentation
 Poster Campaign
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING	Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION RST7: Identify and match scientific or technical information presented as text with a version of that information presented visually (e.g., in a flowchart, diagram, model, graph, or table).

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 Family Presentation
 Staff Presentation

EXPECTATION / CONTENT SPECIFICATION RST9: Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic.

- Alliance to Save Energy**
 Family Presentation
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION WHST2: Write informative/explanatory text focused on discipline-specific content.

EXPECTATION / CONTENT SPECIFICATION WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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[Family Presentation](#)
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION WHST5: Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.

Alliance to Save Energy
[6-8 Explore Renewables Energy Poster Project](#)
[6-8 My Future Green Career](#)

EXPECTATION / CONTENT SPECIFICATION WHST6: Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation.

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EXPECTATION / CONTENT SPECIFICATION WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

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[6-8 Explore Renewables Energy Poster Project](#)
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[Assembly Announcement](#)
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**New York State Learning Standards and Core Curriculum
 Language Arts
 Grade: 8 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details
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GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
	<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
	<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
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EXPECTATION / CONTENT SPECIFICATION		Craft and Structure
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GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
	<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE
EXPECTATION

STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

Alliance to Save Energy

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

GRADE
EXPECTATION

STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.

Alliance to Save Energy

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

GRADE
EXPECTATION

STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.

Alliance to Save Energy

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

GRADE
EXPECTATION

STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.

Alliance to Save Energy

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

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge
GRADE EXPECTATION		<p>STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career</p>
GRADE EXPECTATION		<p>STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism</p> <p><u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career</p>
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Comprehension and Collaboration
GRADE EXPECTATION		<p>STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation</p>
GRADE EXPECTATION		<p>STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).</p> <p><u>Alliance to Save Energy</u> Family Presentation Staff Presentation</p>
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

Alliance to Save Energy

6-12 Final Presentation & Peer Performance
 Assembly Announcement
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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

GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY /
CLUSTER /
KEY IDEA

8th Grade Reading Standards (Literary and Informational Text) | 8R

STANDARD /
CONCEPTUAL
UNDERSTANDING

Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

8R2:

Determine one or more themes or central ideas of a text and analyze their development over the course of the text; summarize a text. (RI&RL)

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

EXPECTATION /
CONTENT
SPECIFICATION

8R3:

In literary texts, analyze how particular lines of dialogue or events propel the action, reveal aspects of a character, or provoke a decision. (RL) In informational texts, analyze how individuals, events, and ideas are introduced, relate to each other, and are developed. (RI)

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

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY /
CLUSTER /
KEY IDEA

8th Grade Writing Standards | 8W

STANDARD /
CONCEPTUAL
UNDERSTANDING

Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	8W2:	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
GRADE EXPECTATION	8W2a:	<p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	8W2b:	<p>Develop a topic with relevant facts, definitions, concrete details, quotations, or other information and examples; include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation</p>
GRADE EXPECTATION	8W2c:	<p>Use precise language and content-specific vocabulary to explain a topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	8W2d:	<p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	8W2e:	<p>Provide a concluding statement or section that explains the significance of the information presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards	
CATEGORY / CLUSTER / KEY IDEA	8th Grade Writing Standards 8W	

STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	8W3:	Write narratives to develop real or imagined experiences or events using effective techniques, relevant descriptive details and clear sequencing.

GRADE EXPECTATION 8W3d: Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.

Alliance to Save Energy

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

**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION /
CONTENT
SPECIFICATION 8W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 8 Reading Standards to both literary and informational text, where applicable

Alliance to Save Energy

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

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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		8th Grade Writing Standards 8W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION /
CONTENT
SPECIFICATION 8W6: Conduct research to answer questions, including self-generated questions, drawing on multiple sources, refocusing the inquiry when appropriate. Generate additional related questions that allow for multiple avenues of exploration.

Alliance to Save Energy

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

EXPECTATION / CONTENT SPECIFICATION	8SL4:	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear enunciation. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	8SL5:	Integrate digital media and/or visual displays in presentations to clarify information, strengthen claims and evidence, and add elements of interest to engage the audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards 8L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	8L1:	Core Conventions Skills for Grades 6-8:

GRADE EXPECTATION	8L1:3	Recognize and correct pronouns that have unclear or ambiguous antecedents. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE EXPECTATION	8L1:9	Recognize and correct inappropriate verb shifts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards 8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	8L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.
GRADE EXPECTATION	8L4a:	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

GRADE EXPECTATION	8L4d:	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		8th Grade Language Standards 8L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	8L6:	Acquire and accurately use general academic and content-specific words and phrases; apply vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / 7
CONTENT
SPECIFICATION

Draw evidence from literary or informational texts to support analysis, reflection, and research.

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

**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RH1: Cite specific textual evidence to support analysis of primary and secondary sources.

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

EXPECTATION /
CONTENT
SPECIFICATION

RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions.

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

EXPECTATION /
CONTENT
SPECIFICATION

RH3: Identify key steps in a text's description of a process related to history/social studies (e.g., how a bill becomes law, how interest rates are raised or lowered).

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

**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Determine the meaning of words and phrases as they are used in a text, including content-specific vocabulary related to history/social studies. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	RH5:	Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically). <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RH7:	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	RST1:	Cite specific evidence to support analysis of scientific and technical texts, charts, graphs, diagrams, etc. Understand and follow a detailed set of directions. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Poster Campaign Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	RST2:	Determine the central ideas or conclusions of a source; provide an accurate, objective summary of the source distinct from prior knowledge or opinions. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	RST3:	Describe how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	RST6:	Identify purpose and/or point of view when an author is presenting information, describing a procedure, discussing an experiment, etc. Compare and contrast the information gained from two or more experiments, simulations, videos, multimedia sources, readings from texts, graphs, charts, etc. on the same topic. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Poster Campaign Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 6-8
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EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short research projects to answer a question (including a self-generated question by the end of grade 8), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source by applying discipline-specific criteria used in the social sciences or sciences; and quote or paraphrase the data/accounts and conclusions of others while avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation Staff Presentation

**New York State Learning Standards and Core Curriculum
Language Arts
Grade: 9 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Family Presentation Staff Presentation
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GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND /
DOMAIN /
UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION	<p>STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION	<p>STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
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GRADE
EXPECTATION

STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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

STRAND /
DOMAIN /
UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE
EXPECTATION

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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

GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

- Alliance to Save Energy**
- Family Presentation
- Staff Presentation

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THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE
EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

Alliance to Save Energy

- 6-12 Final Presentation & Peer Performance
- 9-12 Custodial Presentation & Pledge
- Assembly Announcement
- Capstone Project
- Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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- 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 York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE EXPECTATION	<p>STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	<p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	<p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>

GRADE EXPECTATION	9-10W2a:	<p>Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	9-10W2b:	<p>Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation</p>
GRADE EXPECTATION	9-10W2c:	<p>Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	9-10W2d:	<p>Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	9-10W2e:	<p>Provide a concluding statement or section that explains the significance of the information presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

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EXPECTATION / CONTENT SPECIFICATION 9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING	Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	<p>Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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GRADE EXPECTATION	9-10SL1b:	<p>Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	9-10SL4:	<p>Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Capstone Project</p>
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EXPECTATION / CONTENT SPECIFICATION	9-10SL5:	<p>Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION 9-10L1:4 Resolve issues of complex or contested usage, consulting references as needed.

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 9-12 Explore Renewables Energy Poster Project
 Assembly Announcement
 Carbon Footprint Journal
 Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION 9-10L4a: 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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 Assembly Announcement
 Family Presentation
 Staff Presentation

GRADE EXPECTATION 9-10L4d: 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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 Assembly Announcement
 Family Presentation
 Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION 9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 Assembly Announcement
 Carbon Footprint Journal
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION 1 Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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EXPECTATION / CONTENT SPECIFICATION 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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 Family Presentation
 Staff Presentation

EXPECTATION / CONTENT SPECIFICATION 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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 Assembly Announcement
 Family Presentation
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / 4 Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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Assembly Announcement
Family Presentation
Staff Presentation

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DOMAIN /
UNIFYING
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / 2 Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.

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9-12 Explore Renewables Energy Poster Project
Assembly Announcement
Carbon Footprint Journal
Staff Presentation

EXPECTATION / 3 Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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9-12 Explore Renewables Energy Poster Project
9-12 My Future Green Career
Assembly Announcement
Capstone Project
Carbon Footprint Journal
Staff Presentation

EXPECTATION / 4 Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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Assembly Announcement
Family Presentation
Staff Presentation

**STRAND /
DOMAIN /
UNIFYING
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Writing
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION 5 Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.

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- 9-12 My Future Green Career Capstone Project

EXPECTATION / CONTENT SPECIFICATION 6 Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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EXPECTATION / CONTENT SPECIFICATION 7 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- 9-12 Explore Renewables Energy Poster Project
- 9-12 My Future Green Career Assembly Announcement
- Capstone Project
- Family Presentation
- Staff Presentation

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

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- Family Presentation
- Staff Presentation

EXPECTATION / CONTENT SPECIFICATION RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

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- Family Presentation
- Staff Presentation

EXPECTATION / CONTENT SPECIFICATION RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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Assembly Announcement
Family Presentation
Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10

STANDARD / CONCEPTUAL UNDERSTANDING

Craft and Structure

EXPECTATION / CONTENT SPECIFICATION RH4:

Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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Family Presentation
Staff Presentation

EXPECTATION / CONTENT SPECIFICATION RH5:

Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10

STANDARD / CONCEPTUAL UNDERSTANDING

Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION RH7:

Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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9-12 Explore Renewables Energy Poster Project
9-12 My Future Green Career
Capstone Project
Family Presentation
Staff Presentation

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UNIFYING
THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

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- 9-12 Explore Renewables Energy Poster Project
- 9-12 My Future Green Career
- Assembly Announcement
- Capstone Project
- Family Presentation
- Poster Campaign
- Staff Presentation

EXPECTATION /
CONTENT
SPECIFICATION

RST2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

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- Assembly Announcement
- Family Presentation
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EXPECTATION /
CONTENT
SPECIFICATION

RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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- Assembly Announcement
- Family Presentation
- Staff Presentation

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DOMAIN /
UNIFYING
THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Family Presentation Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.
		<p><u>Alliance to Save Energy</u> Capstone Project Carbon Footprint Journal</p>

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
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GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>

GRADE EXPECTATION	<p>WHST2b: Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>WHST2c: Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>WHST2d: Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	<p>WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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EXPECTATION / CONTENT SPECIFICATION	<p>WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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UNIFYING
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, 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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EXPECTATION / CONTENT SPECIFICATION WHST6: 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 and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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EXPECTATION / CONTENT SPECIFICATION WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

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[Capstone Project](#)
[Family Presentation](#)
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New York State Learning Standards and Core Curriculum

Language Arts

Grade: 10 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes
GRADE EXPECTATION	<p>STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	<p>STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	<p>STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
GRADE EXPECTATION	<p>STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
STRAND / DOMAIN / UNIFYING THEME	New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Research to Build and Present Knowledge

GRADE EXPECTATION	<p>STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
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GRADE EXPECTATION	<p>STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	<p>STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).</p> <p><u>Alliance to Save Energy</u> Family Presentation Staff Presentation</p>
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
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GRADE EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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- Assembly Announcement
- Capstone Project
- Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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- Assembly Announcement
- Carbon Footprint Journal
- Family Presentation
- Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE EXPECTATION	<p>STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Reading Standards (Literary and Informational Text) 9-10R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	<p>9-10R2: Determine one or more themes or central ideas in a text and analyze its development, including how it emerges and is shaped and refined by specific details; objectively and accurately summarize a text. (RI&RL)</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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**STRAND /
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	<p>9-10W2: Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</p>
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GRADE EXPECTATION	9-10W2a:	<p>Introduce and organize complex ideas, concepts, and information to make important connections and distinctions.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	9-10W2b:	<p>Develop a topic with well-chosen relevant and sufficient facts, definitions, concrete details, quotations and paraphrased information or other examples appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation</p>
GRADE EXPECTATION	9-10W2c:	<p>Use precise language and content-specific vocabulary to express the appropriate complexity of a topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	9-10W2d:	<p>Use appropriate and varied transitions to make critical connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	9-10W2e:	<p>Provide a concluding statement or section that explains the significance of the information presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION 9-10W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 9/10 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Writing Standards 9-10W
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 9-10W6: Conduct research to answer questions, including self-generated questions, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding of the subject under investigation.

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[Capstone Project](#)

EXPECTATION / CONTENT SPECIFICATION 9-10W7: Gather relevant information from multiple 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; avoid plagiarism and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING	Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	9-10SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	9-10SL1a:	Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well reasoned exchange of ideas. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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GRADE EXPECTATION	9-10SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Speaking and Listening Standards 9-10SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	9-10SL4:	Present claims, findings, and supporting evidence clearly, concisely, and logically; organization, development, substance, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Capstone Project
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EXPECTATION / CONTENT SPECIFICATION	9-10SL5:	Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)

EXPECTATION / CONTENT SPECIFICATION	9-10L1:	Core Conventions Skills for Grades 9-12:
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GRADE EXPECTATION 9-10L1:4 Resolve issues of complex or contested usage, consulting references as needed.

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 9-12 Explore Renewables Energy Poster Project
 Assembly Announcement
 Carbon Footprint Journal
 Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	9-10L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION 9-10L4a: 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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 Family Presentation
 Staff Presentation

GRADE EXPECTATION 9-10L4d: 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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 Assembly Announcement
 Family Presentation
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		9th-10th Grade Language Standards 9-10L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION 9-10L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION 1 Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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EXPECTATION / CONTENT SPECIFICATION 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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EXPECTATION / CONTENT SPECIFICATION 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / 4
CONTENT
SPECIFICATION

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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Family Presentation
Staff Presentation

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DOMAIN /
UNIFYING
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

**CATEGORY /
CLUSTER /
KEY IDEA**

Literacy 6-12 Anchor Standards for Writing

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Text Types and Purposes

EXPECTATION / 2
CONTENT
SPECIFICATION

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

EXPECTATION / 3
CONTENT
SPECIFICATION

Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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9-12 My Future Green Career
Assembly Announcement
Capstone Project
Carbon Footprint Journal
Staff Presentation

EXPECTATION / 4
CONTENT
SPECIFICATION

Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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

**STRAND /
DOMAIN /
UNIFYING
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

**CATEGORY /
CLUSTER /
KEY IDEA**

Literacy 6-12 Anchor Standards for Writing

STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge
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EXPECTATION / CONTENT SPECIFICATION 5 Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.

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- 9-12 Explore Renewables Energy Poster Project
- 9-12 My Future Green Career Capstone Project

EXPECTATION / CONTENT SPECIFICATION 6 Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.

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- 9-12 Explore Renewables Energy Poster Project
- 9-12 My Future Green Career Capstone Project

EXPECTATION / CONTENT SPECIFICATION 7 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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- 9-12 Explore Renewables Energy Poster Project
- 9-12 My Future Green Career Assembly Announcement
- Capstone Project
- Family Presentation
- Staff Presentation

STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
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STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details
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EXPECTATION / CONTENT SPECIFICATION RH1: Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the time and place of publication, origin, authorship, etc.

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- Assembly Announcement
- Family Presentation
- Staff Presentation

EXPECTATION / CONTENT SPECIFICATION RH2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop within a text.

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- Assembly Announcement
- Family Presentation
- Staff Presentation

EXPECTATION / CONTENT SPECIFICATION RH3: Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

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9-12 Custodial Presentation & Pledge
Assembly Announcement
Family Presentation
Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / CONTENT SPECIFICATION RH4: Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, economic, or geographic aspects of history/social studies.

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Assembly Announcement
Family Presentation
Staff Presentation

EXPECTATION / CONTENT SPECIFICATION RH5: Describe how a text presents information (e.g., sequentially, comparatively, causally, visually, and graphically).

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Family Presentation
Staff Presentation

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 9-10
STANDARD / CONCEPTUAL UNDERSTANDING	Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION RH7: Integrate and evaluate visual and technical information (e.g., in research data, charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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9-12 Explore Renewables Energy Poster Project
9-12 My Future Green Career
Capstone Project
Family Presentation
Staff Presentation

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UNIFYING
THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source. Understand and follow a detailed set of directions.

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- 9-12 Explore Renewables Energy Poster Project
- 9-12 My Future Green Career
- Assembly Announcement
- Capstone Project
- Family Presentation
- Poster Campaign
- Staff Presentation

EXPECTATION /
CONTENT
SPECIFICATION

RST2: Determine the key ideas or conclusions of a source; trace the source's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the source.

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- Assembly Announcement
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- Staff Presentation

EXPECTATION /
CONTENT
SPECIFICATION

RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc..

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- Assembly Announcement
- Family Presentation
- Staff Presentation

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DOMAIN /
UNIFYING
THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RST4:	Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources; describe how the inclusion of charts, graphs, diagrams, data influence conclusion(s).
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Family Presentation Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	RST7:	Translate scientific or technical information expressed as written text into visual form (e.g., a table or chart), and translate information expressed visually or mathematically (e.g., in an equation) into words.
		<p><u>Alliance to Save Energy</u> Capstone Project Carbon Footprint Journal</p>

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST2:	Write informative/explanatory text focused on discipline-specific content.
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GRADE EXPECTATION	WHST2a:	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>

GRADE EXPECTATION	<p>WHST2b: Develop the topic with well-chosen, relevant, and sufficient facts, data, extended definitions, concrete details, citations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>WHST2c: Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	<p>WHST2d: Use precise language and content-specific vocabulary to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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**STRAND /
DOMAIN /
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	<p>WHST 3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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EXPECTATION / CONTENT SPECIFICATION	<p>WHST 4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 9-10
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION WHST5: Conduct short as well as more sustained research projects to answer a question (including a self-generated question), analyze a topic, 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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EXPECTATION / CONTENT SPECIFICATION WHST6: 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 and the accuracy of each source by applying discipline-specific criteria; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

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[9-12 My Future Green Career Capstone Project](#)

EXPECTATION / CONTENT SPECIFICATION WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

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New York State Learning Standards and Core Curriculum

Language Arts

Grade: 11 - Adopted: 2017/Effective 2020

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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**STRAND /
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE EXPECTATION	STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
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STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Text Types and Purposes
GRADE EXPECTATION		<p>STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION		<p>STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION		<p>STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
GRADE EXPECTATION		<p>STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
STRAND / DOMAIN / UNIFYING THEME		New York State Next Generation English Language Arts Learning Standards
CATEGORY / CLUSTER / KEY IDEA		English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING		Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION		Research to Build and Present Knowledge

GRADE EXPECTATION	<p>STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
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GRADE EXPECTATION	<p>STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE EXPECTATION	<p>STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).</p> <p><u>Alliance to Save Energy</u> Family Presentation Staff Presentation</p>
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STRAND / DOMAIN / UNIFYING THEME **New York State Next Generation English Language Arts Learning Standards**

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards

EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas
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GRADE EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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- Assembly Announcement
- Capstone Project
- Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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- 9-12 Explore Renewables Energy Poster Project
- Assembly Announcement
- Carbon Footprint Journal
- Family Presentation
- Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE
EXPECTATION

STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.

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GRADE
EXPECTATION

STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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New York State Next Generation English Language Arts Learning Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

11th-12th Grade Reading Standards (Literary and Informational Text) | 11-12R

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Key Ideas and Details

EXPECTATION /
CONTENT
SPECIFICATION

11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)

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THEME**

New York State Next Generation English Language Arts Learning Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

11th-12th Grade Reading Standards (Literary and Informational Text) | 11-12R

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Craft and Structure

EXPECTATION / CONTENT SPECIFICATION 11-12R4: Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING	Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION 11-12R7: In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)

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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes
EXPECTATION / CONTENT SPECIFICATION	11-12W2: 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.

GRADE EXPECTATION 11-12W2a: Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.

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GRADE EXPECTATION	11-12W2b:	<p>Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Poster Campaign Staff Presentation</p>
GRADE EXPECTATION	11-12W2c:	<p>Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	11-12W2d:	<p>Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE EXPECTATION	11-12W2e:	<p>Provide a concluding statement or section that explains the significance of the information presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W5:	<p>Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

**EXPECTATION /
CONTENT
SPECIFICATION** 11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

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**EXPECTATION /
CONTENT
SPECIFICATION** 11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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[Capstone Project](#)

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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

**EXPECTATION /
CONTENT
SPECIFICATION** 11-12SL1: **Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.**

**GRADE
EXPECTATION** 11-12SL1a: Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, well-reasoned exchange of ideas.

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[9-12 Explore Renewables Energy Poster Project](#)
[Assembly Announcement](#)
[Capstone Project](#)
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GRADE EXPECTATION	11-12SL1b:	Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	11-12SL4:	Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Custodial Presentation & Pledge</p> <p>Capstone Project</p>

EXPECTATION / CONTENT SPECIFICATION	11-12SL5:	Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>Family Presentation</p>

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE 11-12L1:4 Resolve issues of complex or contested usage, consulting references as needed.
 EXPECTATION

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

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 UNIFYING
 THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE 11-12L4a: 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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 Assembly Announcement
 Family Presentation
 Staff Presentation

GRADE 11-12L4d: 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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 Assembly Announcement
 Family Presentation
 Staff Presentation

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 DOMAIN /
 UNIFYING
 THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION 11-12L6: Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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 9-12 Explore Renewables Energy Poster Project
 Assembly Announcement
 Carbon Footprint Journal
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION 1 Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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 Assembly Announcement
 Family Presentation
 Staff Presentation

EXPECTATION / CONTENT SPECIFICATION 2 Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.

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 9-12 Custodial Presentation & Pledge
 Assembly Announcement
 Family Presentation
 Staff Presentation

EXPECTATION / CONTENT SPECIFICATION 3 Analyze how and why individuals, events, and ideas develop and interact over the course of a text.

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 9-12 Custodial Presentation & Pledge
 Assembly Announcement
 Family Presentation
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / 4
CONTENT
SPECIFICATION

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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- 9-12 Custodial Presentation & Pledge
- Assembly Announcement
- Family Presentation
- Staff Presentation

**STRAND /
DOMAIN /
UNIFYING
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / 2
CONTENT
SPECIFICATION

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

EXPECTATION / 3
CONTENT
SPECIFICATION

Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.

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

EXPECTATION / 4
CONTENT
SPECIFICATION

Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.

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- Assembly Announcement
- Family Presentation
- Staff Presentation

**STRAND /
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UNIFYING
THEME**

**Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA	Literacy 6-12 Anchor Standards for Writing
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STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
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EXPECTATION / 5 Conduct short as well as more sustained research based on focused questions to demonstrate understanding
CONTENT of the subject under investigation.
SPECIFICATION

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

EXPECTATION / 6 Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and
CONTENT integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and
SPECIFICATION publish writing and to interact and collaborate with others.

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

EXPECTATION / 7 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT
SPECIFICATION

- Alliance to Save Energy**
- 9-12 Custodial Presentation & Pledge
- 9-12 Explore Renewables Energy Poster Project
- 9-12 My Future Green Career
- Assembly Announcement
- Capstone Project
- Family Presentation
- Staff Presentation

**STRAND /
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UNIFYING
THEME** **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects
Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
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STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details
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EXPECTATION / RH1: Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights
CONTENT gained from specific details to an understanding of the source as a whole.
SPECIFICATION

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- 9-12 Custodial Presentation & Pledge
- 9-12 Explore Renewables Energy Poster Project
- Assembly Announcement
- Carbon Footprint Journal
- Family Presentation
- Staff Presentation

EXPECTATION / CONTENT SPECIFICATION	RH2:	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	RH3:	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	RH4:	Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	RH5:	Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	RH6:	Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME **Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards**

EXPECTATION / CONTENT SPECIFICATION RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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 Assembly Announcement
 Family Presentation
 Staff Presentation

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / CONTENT SPECIFICATION RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

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 9-12 Custodial Presentation & Pledge
 Assembly Announcement
 Family Presentation
 Staff Presentation

EXPECTATION / CONTENT SPECIFICATION RST6: Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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 9-12 Custodial Presentation & Pledge
 9-12 Explore Renewables Energy Poster Project
 9-12 My Future Green Career
 Assembly Announcement
 Capstone Project
 Family Presentation
 Staff Presentation

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING	Integration of Knowledge and Ideas

GRADE EXPECTATION	WHST2c: Use appropriate and varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
	<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>

GRADE EXPECTATION	WHST2d: Use precise language, content-specific vocabulary, and discipline-specific writing practices to reflect the complexity of the topic and to convey a style appropriate to the discipline, context, and audience.
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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	WHST3: Write narratives to understand an event or topic, appropriate to discipline-specific norms, conventions, and tasks.
	<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>

EXPECTATION / CONTENT SPECIFICATION	WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.
	<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA	WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION	WHST5:	Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
EXPECTATION / CONTENT SPECIFICATION	WHST6:	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
EXPECTATION / CONTENT SPECIFICATION	WHST7:	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Family Presentation Staff Presentation

**New York State Learning Standards and Core Curriculum
Language Arts
Grade: 12 - Adopted: 2017/Effective 2020**

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Key Ideas and Details

GRADE EXPECTATION	STANDARD 1: Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	<p>STANDARD 2: Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Reading Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Craft and Structure

GRADE EXPECTATION	<p>STANDARD 4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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**STRAND /
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UNIFYING
THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Text Types and Purposes

GRADE EXPECTATION	STANDARD 2: Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE EXPECTATION	STANDARD 3: Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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GRADE EXPECTATION	STANDARD 4: Develop personal, cultural, textual, and thematic connections within and across genres through written responses to texts and personal experiences. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE EXPECTATION	STANDARD 5: Draw evidence from literary or informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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THEME**

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTAND ING	Writing Anchor Standards
EXPECTATION / CONTENT SPECIFICATIO N	Research to Build and Present Knowledge

GRADE EXPECTATION	STANDARD 6: Conduct research based on focused questions to demonstrate understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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GRADE
EXPECTATION

STANDARD 7: Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information in writing while avoiding plagiarism

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

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Comprehension and Collaboration

GRADE
EXPECTATION

STANDARD 1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners; express ideas clearly and persuasively, and build on those of others.

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- 9-12 Explore Renewables Energy Poster Project
- Assembly Announcement
- Capstone Project
- Poster Campaign
- Staff Presentation

GRADE
EXPECTATION

STANDARD 2: Integrate and evaluate information presented in diverse media and formats (including visual, quantitative, and oral).

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- Staff Presentation

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Speaking and Listening Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Presentation of Knowledge and Ideas

GRADE
EXPECTATION

STANDARD 4: Present information, findings, and supporting evidence so that listeners can follow the line of reasoning. Ensure that the organization, development, and style are appropriate to task, purpose, and audience.

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- 6-12 Final Presentation & Peer Performance
- 9-12 Custodial Presentation & Pledge
- Assembly Announcement
- Capstone Project
- Staff Presentation

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THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Knowledge of Language

GRADE
EXPECTATION

STANDARD 3: Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

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- 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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UNIFYING
THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	English Language Arts Anchor Standards
STANDARD / CONCEPTUAL UNDERSTANDING	Language Anchor Standards
EXPECTATION / CONTENT SPECIFICATION	Vocabulary Acquisition and Use

GRADE EXPECTATION	<p>STANDARD 4: Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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GRADE EXPECTATION	<p>STANDARD 6: Acquire and accurately use general academic and content-specific words and phrases sufficient for reading, writing, speaking, and listening; demonstrate independence in gathering and applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING	Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION	<p>11-12R2: Determine two or more themes or central ideas in a text and analyze their development, including how they emerge and are shaped and refined by specific details; objectively and accurately summarize a complex text. (RI&RL)</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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EXPECTATION / CONTENT SPECIFICATION	<p>11-12R3: In literary texts, analyze the impact of author's choices. (RL) In informational texts, analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop. (RI)</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING	Craft and Structure

EXPECTATION / CONTENT SPECIFICATION	11-12R4:	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL)
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Reading Standards (Literary and Informational Text) 11-12R
STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	11-12R7:	In literary texts, analyze multiple adaptations of a source text as presented in different formats (e.g., works of art, graphic novels, music, film, etc.), specifically evaluating how each version interprets the source. (RL) In informational texts, integrate and evaluate sources on the same topic or argument in order to address a question, or solve a problem. (RI)
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING		Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W2:	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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GRADE EXPECTATION	11-12W2a:	Introduce and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole.
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GRADE EXPECTATION	11-12W2b:	<p>Develop a topic thoroughly by selecting the most significant and relevant facts, definitions, concrete details, direct quotations and paraphrased information or other examples, appropriate to the audience's knowledge of the topic. Include formatting, graphics, and multimedia when useful to aid comprehension.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Poster Campaign Staff Presentation</p>
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GRADE EXPECTATION	11-12W2c:	<p>Use precise language, content-specific vocabulary and literary techniques to express the appropriate complexity of a topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	11-12W2d:	<p>Use appropriate and varied transitions and syntax to make insightful connections and distinctions, create cohesion, and clarify relationships among complex ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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GRADE EXPECTATION	11-12W2e:	<p>Provide a concluding statement or section that explains the significance of the information presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING	Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	11-12W4:	<p>Create a poem, story, play, artwork, or other response to a text, author, theme or personal experience; demonstrate knowledge and understanding of a variety of techniques and genres. Explain connections between the original and the created work.</p> <p><u>Alliance to Save Energy</u> Capstone Project</p>
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EXPECTATION / CONTENT SPECIFICATION 11-12W5: Draw evidence from literary or informational texts to support analysis, reflection, and research. Apply the grade 11/12 Reading Standards to both literary and informational text, where applicable.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	11th-12th Grade Writing Standards 11-12W
STANDARD / CONCEPTUAL UNDERSTANDING	Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION 11-12W6: Conduct research through self-generated question, or solve a problem; narrow or broaden the inquiry when appropriate. Synthesize multiple sources, demonstrating understanding and analysis of the subject under investigation.

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EXPECTATION / CONTENT SPECIFICATION 11-12W7: Gather relevant information from multiple 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; avoid plagiarism, overreliance on one source, and follow a standard format for citation.

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA	11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING	Comprehension and Collaboration
EXPECTATION / CONTENT SPECIFICATION	11-12SL1: Initiate and participate effectively in a range of collaborative discussions with diverse partners on complex topics, texts, and issues; express ideas clearly and persuasively, and build on those of others.

GRADE EXPECTATION	11-12SL1a:	<p>Come to discussions prepared, having read and researched material under study; draw on that preparation by referring to evidence to stimulate a thoughtful, wellreasoned exchange of ideas.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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GRADE EXPECTATION	11-12SL1b:	<p>Work with peers to set norms for collegial discussions and decision-making, establish clear goals, deadlines, and individual roles as needed.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Comprehension and Collaboration

EXPECTATION / CONTENT SPECIFICATION	11-12SL2:	<p>Integrate multiple sources of information presented in diverse formats (e.g., including visual, quantitative, and oral). Evaluate the credibility and accuracy of each source, and note any discrepancies among the data to make informed decisions and solve problems.</p> <p><u>Alliance to Save Energy</u> Capstone Project</p>
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STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Speaking and Listening Standards 11-12SL
STANDARD / CONCEPTUAL UNDERSTANDING		Presentation of Knowledge and Ideas

EXPECTATION / CONTENT SPECIFICATION	11-12SL4:	Present claims, findings, and supporting evidence, conveying a clear and distinct perspective; alternative or opposing perspectives are addressed; organization, development, substance, and style are appropriate to task, purpose, and audience.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Custodial Presentation & Pledge</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Staff Presentation</p>

EXPECTATION / CONTENT SPECIFICATION	11-12SL5:	Make strategic use of digital media and/or visual displays in presentations to enhance understanding of findings, reasoning, and evidence, and to add elements of interest to engage the audience.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>Family Presentation</p>

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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Conventions of Academic English/Language for Learning (Appendix A)
EXPECTATION / CONTENT SPECIFICATION	11-12L1:	Core Conventions Skills for Grades 9-12:

GRADE EXPECTATION	11-12L1:4	Resolve issues of complex or contested usage, consulting references as needed.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>Assembly Announcement</p> <p>Carbon Footprint Journal</p> <p>Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME

New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use
EXPECTATION / CONTENT SPECIFICATION	11-12L4:	Determine or clarify the meaning of unknown and multiple-meaning words and phrases, choosing flexibly from a range of strategies.

GRADE EXPECTATION	11-12L4a:	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

GRADE EXPECTATION	11-12L4d:	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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New York State Next Generation English Language Arts Learning Standards

CATEGORY / CLUSTER / KEY IDEA		11th-12th Grade Language Standards 11-12L
STANDARD / CONCEPTUAL UNDERSTANDING		Vocabulary Acquisition and Use

EXPECTATION / CONTENT SPECIFICATION	11-12L6:	Acquire and accurately use general academic and content-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in applying vocabulary knowledge when considering a word or phrase important to comprehension or expression.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Reading
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / 1
CONTENT
SPECIFICATION

Read closely to determine what the text says explicitly/implicitly and make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.

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Assembly Announcement
Family Presentation
Staff Presentation

EXPECTATION / 2
CONTENT
SPECIFICATION

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

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Assembly Announcement
Family Presentation
Staff Presentation

EXPECTATION / 3
CONTENT
SPECIFICATION

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

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Assembly Announcement
Family Presentation
Staff Presentation

**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

Literacy 6-12 Anchor Standards for Reading

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Craft and Structure

EXPECTATION / 4
CONTENT
SPECIFICATION

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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Assembly Announcement
Family Presentation
Staff Presentation

**STRAND /
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UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

Literacy 6-12 Anchor Standards for Writing

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Text Types and Purposes

EXPECTATION / CONTENT SPECIFICATION	2	<p>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><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
EXPECTATION / CONTENT SPECIFICATION	3	<p>Write narratives to understand an event or topic, using effective techniques, well-chosen details, and well-structured sequences.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>
EXPECTATION / CONTENT SPECIFICATION	4	<p>Develop personal, cultural, textual, and thematic connections within and across genres through responses to texts and personal experiences.</p> <p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
STRAND / DOMAIN / UNIFYING THEME	Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards	
CATEGORY / CLUSTER / KEY IDEA		Literacy 6-12 Anchor Standards for Writing
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge
EXPECTATION / CONTENT SPECIFICATION	5	<p>Conduct short as well as more sustained research based on focused questions to demonstrate understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
EXPECTATION / CONTENT SPECIFICATION	6	<p>Gather relevant information from multiple sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>

EXPECTATION / 7 Draw evidence from literary or informational texts to support analysis, reflection, and research.
CONTENT
SPECIFICATION

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 9-12 Custodial Presentation & Pledge
 9-12 Explore Renewables Energy Poster Project
 9-12 My Future Green Career
 Assembly Announcement
 Capstone Project
 Family Presentation
 Staff Presentation

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DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

**STANDARD /
CONCEPTUAL
UNDERSTANDING**

Key Ideas and Details

EXPECTATION / RH1:
CONTENT
SPECIFICATION

Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the source as a whole.

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 9-12 Custodial Presentation & Pledge
 9-12 Explore Renewables Energy Poster Project
 Assembly Announcement
 Carbon Footprint Journal
 Family Presentation
 Staff Presentation

EXPECTATION / RH2:
CONTENT
SPECIFICATION

Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

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

EXPECTATION / RH3:
CONTENT
SPECIFICATION

Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

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

**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

**CATEGORY /
CLUSTER /
KEY IDEA**

READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12

STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure
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EXPECTATION / CONTENT SPECIFICATION RH4: Interpret words and phrases, including disciplinary language, as they are developed in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.

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[Assembly Announcement](#)
[Family Presentation](#)
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EXPECTATION / CONTENT SPECIFICATION RH5: Analyze in detail how a complex primary source (text, image, map, graphic, etc.) is structured, including how key sentences, paragraphs, and larger portions of the source contribute to the whole.

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EXPECTATION / CONTENT SPECIFICATION RH6: Evaluate authors' points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.

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**STRAND /
DOMAIN /
UNIFYING
THEME**

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES 11-12
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STANDARD / CONCEPTUAL UNDERSTANDING		Integration of Knowledge and Ideas
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EXPECTATION / CONTENT SPECIFICATION RH7: Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

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EXPECTATION / CONTENT SPECIFICATION RH9: Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Key Ideas and Details

EXPECTATION / CONTENT SPECIFICATION RST1: Cite specific evidence to support analysis of scientific and technical texts, charts, diagrams, etc. attending to the precise details of the source, and attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

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EXPECTATION / CONTENT SPECIFICATION RST2: Determine the key ideas or conclusions of a source; summarize complex concepts, processes, or information presented in a source by paraphrasing in precise and accurate terms.

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EXPECTATION / CONTENT SPECIFICATION RST3: Analyze how and why scientific ideas and reasoning are developed and modified over the course of a text, source, argument, etc.; analyze/evaluate the results and conclusions based on explanations in the text.

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Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		READING STANDARDS FOR LITERACY IN SCIENCE AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Craft and Structure

EXPECTATION / CONTENT SPECIFICATION RST4: Determine the meaning of symbols, key terms, and other content-specific words and phrases as they are used in scientific or technical sources.

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EXPECTATION / CONTENT SPECIFICATION WHST4: Write responses to texts and to events (past and present), ideas, and theories that include personal, cultural, and thematic connections.

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STRAND / DOMAIN / UNIFYING THEME

Grades 6-12 Standards for Literacy in History/Social Studies, Science, and Technical Subjects Standards

CATEGORY / CLUSTER / KEY IDEA		WRITING STANDARDS FOR LITERACY IN HISTORY/SOCIAL STUDIES, SCIENCE, AND TECHNICAL SUBJECTS 11-12
STANDARD / CONCEPTUAL UNDERSTANDING		Research to Build and Present Knowledge

EXPECTATION / CONTENT SPECIFICATION WHST5: Conduct short as well as more sustained research projects to answer a question (including a self generated question), analyze a topic, 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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EXPECTATION / CONTENT SPECIFICATION WHST6: Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience as well as by applying discipline-specific criteria used in the social sciences or sciences; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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EXPECTATION / CONTENT SPECIFICATION WHST7: Draw evidence from informational texts to support analysis, reflection, and research.

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**New York State Learning Standards and Core Curriculum
 Mathematics**

Grade: 3 - Adopted: 2017/Updated 2019

STRAND / DOMAIN / UNIFYING THEME

Grade 3

CATEGORY / CLUSTER / KEY IDEA	NY-3.OA.	Operations and Algebraic Thinking
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STANDARD / CONCEPTUAL UNDERSTANDING		Represent and solve problems involving multiplication and division.
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EXPECTATION / CONTENT SPECIFICATION NY-3.OA.3. Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities.

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**STRAND /
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UNIFYING
THEME** Grade 3

CATEGORY / CLUSTER / KEY IDEA	NY-3.OA.	Operations and Algebraic Thinking
STANDARD / CONCEPTUAL UNDERSTANDING		Multiply and divide within 100.

EXPECTATION / CONTENT SPECIFICATION NY-3.OA.7a. Fluently solve single-digit multiplication and related divisions, using strategies such as the relationship between multiplication and division or properties of operations.

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**STRAND /
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THEME** Grade 3

CATEGORY / CLUSTER / KEY IDEA	NY-3.OA.	Operations and Algebraic Thinking
STANDARD / CONCEPTUAL UNDERSTANDING		Solve problems involving the four operations, and identify and extend patterns in arithmetic.
EXPECTATION / CONTENT SPECIFICATION	NY-3.OA.8.	Solve two-step word problems posed with whole numbers and having whole-number answers using the four operations.

GRADE EXPECTATION NY-3.OA.8.b. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

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**STRAND /
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THEME**

Grade 3

CATEGORY / CLUSTER / KEY IDEA	NY- 3.NBT.	Number and Operations in Base Ten
STANDARD / CONCEPTUAL UNDERSTANDING		Use place value understanding and properties of operations to perform multi-digit arithmetic.

EXPECTATION / CONTENT SPECIFICATION NY-3.NBT.1. Use place value understanding to round whole numbers to the nearest 10 or 100.
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EXPECTATION / CONTENT SPECIFICATION NY-3.NBT.2. Fluently add and subtract within 1,000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
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**STRAND /
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THEME**

Grade 3

CATEGORY / CLUSTER / KEY IDEA	NY-3.NF.	Number and Operations – Fractions
STANDARD / CONCEPTUAL UNDERSTANDING		Develop understanding of fractions as numbers.

EXPECTATION / CONTENT SPECIFICATION NY-3.NF.1. Understand a unit fraction, $\frac{1}{b}$, is the quantity formed by 1 part when a whole is partitioned into b equal parts. Understand a fraction $\frac{a}{b}$ as the quantity formed by a parts of size $\frac{1}{b}$.
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Grade 3

CATEGORY / CLUSTER / KEY IDEA	NY-3.NF.	Number and Operations – Fractions
STANDARD / CONCEPTUAL UNDERSTANDING		Develop understanding of fractions as numbers.
EXPECTATION / CONTENT SPECIFICATION	NY-3.NF.3.	Explain equivalence of fractions and compare fractions by reasoning about their size.

GRADE EXPECTATION NY-3.NF.3.c. Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers.

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STRAND / DOMAIN / UNIFYING THEME

Grade 3

CATEGORY / CLUSTER / KEY IDEA	NY-3.MD.	Measurement and Data
STANDARD / CONCEPTUAL UNDERSTANDING		Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.

EXPECTATION / CONTENT SPECIFICATION NY-3.MD.1. Tell and write time to the nearest minute and measure time intervals in minutes. Solve one-step word problems involving addition and subtraction of time intervals in minutes.

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**New York State Learning Standards and Core Curriculum
 Mathematics**

Grade: 4 - Adopted: 2017/Updated 2019

STRAND / DOMAIN / UNIFYING THEME

Grade 4

CATEGORY / CLUSTER / KEY IDEA	NY-4.OA.	Operations and Algebraic Thinking
STANDARD / CONCEPTUAL UNDERSTANDING		Use the four operations with whole numbers to solve problems.

EXPECTATION / CONTENT SPECIFICATION NY-4.OA.2. Multiply or divide to solve word problems involving multiplicative comparison, distinguishing multiplicative comparison from additive comparison. Use drawings and equations with a symbol for the unknown number to represent the problem.

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STRAND / DOMAIN / UNIFYING THEME

Grade 4

CATEGORY / CLUSTER / KEY IDEA	NY-4.NBT.	Number and Operations in Base Ten
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STANDARD / CONCEPTUAL UNDERSTANDING		Generalize place value understanding for multi-digit whole numbers.
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EXPECTATION / CONTENT SPECIFICATION NY-4.NBT.2b. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$ symbols to record the results of comparisons.

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EXPECTATION / CONTENT SPECIFICATION NY-4.NBT.3. Use place value understanding to round multi-digit whole numbers to any place.

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THEME**

Grade 4

CATEGORY / CLUSTER / KEY IDEA	NY-4.NBT.	Number and Operations in Base Ten
STANDARD / CONCEPTUAL UNDERSTANDING		Use place value understanding and properties of operations to perform multi-digit arithmetic.

EXPECTATION / CONTENT SPECIFICATION NY-4.NBT.4. Fluently add and subtract multi-digit whole numbers using a standard algorithm.

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

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EXPECTATION / CONTENT SPECIFICATION NY-4.NBT.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.

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**STRAND /
DOMAIN /
UNIFYING
THEME**

Grade 4

CATEGORY / CLUSTER / KEY IDEA	NY-4.NF.	Number and Operations—Fractions
STANDARD / CONCEPTUAL UNDERSTANDING		Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
EXPECTATION / CONTENT SPECIFICATION	NY-4.NF.3.	Understand a fraction a/b with $a > 1$ as a sum of fractions $1/b$.

GRADE EXPECTATION NY-4.NF.3.d. Solve word problems involving addition and subtraction of fractions referring to the same whole and having like denominators.

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STRAND / DOMAIN / UNIFYING THEME

Grade 4

CATEGORY / CLUSTER / KEY IDEA	NY-4.NF.	Number and Operations—Fractions
STANDARD / CONCEPTUAL UNDERSTANDING		Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
EXPECTATION / CONTENT SPECIFICATION	NY-4.NF.4.	Apply and extend previous understandings of multiplication to multiply a whole number by a fraction.

GRADE EXPECTATION NY-4.NF.4.a. Understand a fraction a/b as a multiple of $1/b$.

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GRADE EXPECTATION NY-4.NF.4.b. Understand a multiple of a/b as a multiple of $1/b$, and use this understanding to multiply a whole number by a fraction.

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GRADE EXPECTATION NY-4.NF.4.c. Solve word problems involving multiplication of a whole number by a fraction.

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STRAND / DOMAIN / UNIFYING THEME

Grade 4

CATEGORY / CLUSTER / KEY IDEA	NY-4.MD.	Measurement and Data
STANDARD / CONCEPTUAL UNDERSTANDING		Solve problems involving measurement and conversion of measurements from a larger unit to a smaller unit.

EXPECTATION / CONTENT SPECIFICATION	NY-4.MD.2.	Use the four operations to solve word problems involving distances, intervals of time, liquid volumes, masses of objects, and money.
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GRADE EXPECTATION NY-4.MD.2.b. Represent measurement quantities using diagrams that feature a measurement scale, such as number lines.

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New York State Learning Standards and Core Curriculum

Mathematics

Grade: 5 - Adopted: 2017/Updated 2019

STRAND / DOMAIN / UNIFYING THEME **Grade 5**

CATEGORY / CLUSTER / KEY IDEA	NY-5.NBT.	Number and Operations in Base Ten
STANDARD / CONCEPTUAL UNDERSTANDING		Perform operations with multi-digit whole numbers and with decimals to hundredths.

EXPECTATION / CONTENT SPECIFICATION NY-5.NBT.5. Fluently multiply multi-digit whole numbers using a standard algorithm.

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STRAND / DOMAIN / UNIFYING THEME **Grade 5**

CATEGORY / CLUSTER / KEY IDEA	NY-5.NF.	Number and Operations—Fractions
STANDARD / CONCEPTUAL UNDERSTANDING		Use equivalent fractions as a strategy to add and subtract fractions.

EXPECTATION / CONTENT SPECIFICATION NY-5.NF.2. Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers.

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STRAND / DOMAIN / UNIFYING THEME **Grade 5**

CATEGORY / CLUSTER / KEY IDEA	NY-5.NF.	Number and Operations—Fractions
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STANDARD / CONCEPTUAL UNDERSTANDING		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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EXPECTATION / CONTENT SPECIFICATION NY-5.NF.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.

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STRAND / DOMAIN / UNIFYING THEME Grade 5

CATEGORY / CLUSTER / KEY IDEA	NY-5.NF.	Number and Operations—Fractions
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STANDARD / CONCEPTUAL UNDERSTANDING		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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EXPECTATION / CONTENT SPECIFICATION	NY-5.NF.4.	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number or a fraction.
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GRADE EXPECTATION NY-5.NF.4.a. Interpret the product $a/b \times q$ as a parts of a partition of q into b equal parts; equivalently, as the result of a sequence of operations $a \times q \div b$.

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

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STRAND / DOMAIN / UNIFYING THEME Grade 5

CATEGORY / CLUSTER / KEY IDEA	NY-5.NF.	Number and Operations—Fractions
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STANDARD / CONCEPTUAL UNDERSTANDING		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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EXPECTATION / CONTENT SPECIFICATION NY-5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers.

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Grade 7

CATEGORY / CLUSTER / KEY IDEA	NY-7.NS.	The Number System
STANDARD / CONCEPTUAL UNDERSTANDING		Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
EXPECTATION / CONTENT SPECIFICATION	NY-7.NS.2.	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

GRADE EXPECTATION NY-7.NS.2.a. Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.

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

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Grade 7

CATEGORY / CLUSTER / KEY IDEA	NY-7.NS.	The Number System
STANDARD / CONCEPTUAL UNDERSTANDING		Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.

EXPECTATION / CONTENT SPECIFICATION NY-7.NS.3. Solve real-world and mathematical problems involving the four operations with rational numbers.

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Grade 7

CATEGORY / CLUSTER / KEY IDEA	NY-7.EE.	Expressions, Equations, and Inequalities
STANDARD / CONCEPTUAL UNDERSTANDING		Solve real-life and mathematical problems using numerical and algebraic expressions, equations, and inequalities.

EXPECTATION / CONTENT SPECIFICATION NY-7.EE.3. Solve multi-step real-world 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. Assess the reasonableness of answers using mental computation and estimation strategies.

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**New York State Learning Standards and Core Curriculum
 Mathematics
 Grade: 9 - Adopted: 2017/Updated 2019**

STRAND / DOMAIN / UNIFYING THEME Algebra I

CATEGORY / CLUSTER / KEY IDEA	AI-N.RN.	Number and Quantity - The Real Number System
STANDARD / CONCEPTUAL UNDERSTANDING		Use properties of rational and irrational numbers.
EXPECTATION / CONTENT SPECIFICATION	AI-N.RN.3.	Use properties and operations to understand the different forms of rational and irrational numbers.

GRADE EXPECTATION AI-N.RN.3.a. Perform all four arithmetic operations and apply properties to generate equivalent forms of rational numbers and square roots.

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STRAND / DOMAIN / UNIFYING THEME Algebra I

CATEGORY / CLUSTER / KEY IDEA	AI-S.ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPTUAL UNDERSTANDING		Summarize, represent, and interpret data on two categorical and quantitative variables.

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

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**New York State Learning Standards and Core Curriculum
 Mathematics
 Grade: 10 - Adopted: 2017/Updated 2019**

STRAND / DOMAIN / UNIFYING THEME Algebra I

CATEGORY / CLUSTER / KEY IDEA	AI-N.RN.	Number and Quantity - The Real Number System
STANDARD / CONCEPTUAL UNDERSTANDING		Use properties of rational and irrational numbers.
EXPECTATION / CONTENT SPECIFICATION	AI-N.RN.3.	Use properties and operations to understand the different forms of rational and irrational numbers.

GRADE EXPECTATION AI-N.RN.3.a. Perform all four arithmetic operations and apply properties to generate equivalent forms of rational numbers and square roots.

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STRAND / DOMAIN / UNIFYING THEME

Algebra I

CATEGORY / CLUSTER / KEY IDEA	AI-S.ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPTUAL UNDERSTANDING		Summarize, represent, and interpret data on two categorical and quantitative variables.

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

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**New York State Learning Standards and Core Curriculum
 Mathematics**

Grade: 11 - Adopted: 2017/Updated 2019

STRAND / DOMAIN / UNIFYING THEME

Algebra I

CATEGORY / CLUSTER / KEY IDEA	AI-N.RN.	Number and Quantity - The Real Number System
STANDARD / CONCEPTUAL UNDERSTANDING		Use properties of rational and irrational numbers.
EXPECTATION / CONTENT SPECIFICATION	AI-N.RN.3.	Use properties and operations to understand the different forms of rational and irrational numbers.

GRADE EXPECTATION AI-N.RN.3.a. Perform all four arithmetic operations and apply properties to generate equivalent forms of rational numbers and square roots.

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**STRAND /
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UNIFYING
THEME**

Algebra I

CATEGORY / CLUSTER / KEY IDEA	AI-S.ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPTUAL UNDERSTANDING		Summarize, represent, and interpret data on two categorical and quantitative variables.

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

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**New York State Learning Standards and Core Curriculum
 Mathematics
 Grade: 12 - Adopted: 2017/Updated 2019**

**STRAND /
DOMAIN /
UNIFYING
THEME**

Algebra I

CATEGORY / CLUSTER / KEY IDEA	AI-N.RN.	Number and Quantity - The Real Number System
STANDARD / CONCEPTUAL UNDERSTANDING		Use properties of rational and irrational numbers.
EXPECTATION / CONTENT SPECIFICATION	AI-N.RN.3.	Use properties and operations to understand the different forms of rational and irrational numbers.

**GRADE
EXPECTATION** AI-N.RN.3.a. Perform all four arithmetic operations and apply properties to generate equivalent forms of rational numbers and square roots.

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**STRAND /
DOMAIN /
UNIFYING
THEME**

Algebra I

CATEGORY / CLUSTER / KEY IDEA	AI-S.ID.	Statistics and Probability - Interpreting Categorical and Quantitative Data
STANDARD / CONCEPTUAL UNDERSTANDING		Summarize, represent, and interpret data on two categorical and quantitative variables.

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

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**New York State Learning Standards and Core Curriculum
 Science**

Grade: K - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME NY.K.3. **Interdependent Relationships in Ecosystems: Animals, Plants, and Their Environment**

CATEGORY / CLUSTER / KEY IDEA	Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDING K-ESS3-3. Communicate solutions that will reduce the impact of humans on living organisms and non-living things in the local environment.

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

STRAND / DOMAIN / UNIFYING THEME NY.K.4. **Weather and Climate**

CATEGORY / CLUSTER / KEY IDEA	Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDING K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.

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

STANDARD / CONCEPTUAL UNDERSTANDING 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? \(School\)](#)

New York State Learning Standards and Core Curriculum

Science

Grade: 1 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME NY.1.1. **Waves: Light and Sound**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	1-PS4-3.	Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light. <u>Alliance to Save Energy</u> How Is Energy Made? (Home) How Is Energy Made? (School)

New York State Learning Standards and Core Curriculum

Science

Grade: 2 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME NY.2.3. **Earth's Systems: Processes that Shape the Earth**

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

New York State Learning Standards and Core Curriculum

Science

Grade: 3 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME NY.3.4. **Weather and Climate**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	3-ESS2-2.	Obtain and combine information to describe climates in different regions of the world. <u>Alliance to Save Energy</u> 3-5 Climate Video
STANDARD / CONCEPTUAL UNDERSTANDING	3-ESS2-3.	Plan and conduct an investigation to determine the connections between weather and water processes in Earth systems. <u>Alliance to Save Energy</u> 3-5 Climate Video

New York State Learning Standards and Core Curriculum

Science

Grade: 4 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME **NY.4.1. Energy**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDING	4-PS3-4.	Apply scientific ideas to design, test, and refine a device that converts energy from one form to another. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Video
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STANDARD / CONCEPTUAL UNDERSTANDING	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment. <u>Alliance to Save Energy</u> 3-5 Climate Video 3-5 Energy Basics Video 3-5 Explore Renewables Energy Poster Project 3-5 Explore Renewables Video 3-5 Understanding Energy Demand Video 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation
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**New York State Learning Standards and Core Curriculum
Science**

Grade: 5 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME **NY.5.3. Earth's Systems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDING	5-ESS2-1.	Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact. <u>Alliance to Save Energy</u> 3-5 Climate Video
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STANDARD / CONCEPTUAL UNDERSTANDI NG	5-ESS3- 1.	Obtain and combine information about ways individual communities use science ideas to protect Earth's resources and environment. <u>Alliance to Save Energy</u> 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
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**New York State Learning Standards and Core Curriculum
Science
Grade: 6 - Adopted: 2016**

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.3. Forces and Interactions**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-PS2- 3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. <u>Alliance to Save Energy</u> 6-8 Energy Audit Video 6-8 Energy Basics Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.4. Energy**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-PS3- 5.	Construct, use, and present an argument to support the claim that when work is done on or by a system, the energy of the system changes as energy is transferred to or from the system. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.7. Matter and Energy in Organisms and Ecosystems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Alliance to Save Energy</u> 6-8 Climate Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.8. Interdependent Relationships in Ecosystems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 5.	Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Basics Video 6-8 Environmental Justice Video 6-8 Green Your Career Video 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Family Presentation Home Energy Demand Pledge My Future Green Career Presentation Net Zero School Design Shutdown Reminders Staff Presentation
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.13 Earth's Systems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	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 geologic processes. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Climate Video 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.14 Weather and Climate**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. <u>Alliance to Save Energy</u> 6-8 Climate Video 6-8 Energy Basics Video Carbon Footprint Calculator
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.15 Human Impacts**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS3-3.	<p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 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>
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STANDARD / CONCEPTUAL UNDERSTANDI NG	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><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Climate Video 6-8 Energy Basics Video 6-8 Environmental Justice Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video Assembly Announcement Family Presentation Staff Presentation</p>
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Grade: 6 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME **NY.6-8.RST.** **Reading Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA	Integration of Knowledge and Ideas
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.RST.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project Amelia Airflow 6-8 Carbon Footprint Calculator Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign Water Awareness Posters
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.RST.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.6-
8.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTAND ING	6- 8.WHST. 2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2. a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2 .b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2 .c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. Alliance to Save Energy 6-8 My Future Green Career Amelia Airflow 6-8
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.e.	Establish and maintain a formal style and objective tone. Alliance to Save Energy 6-8 My Future Green Career Amelia Airflow 6-8
EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. Alliance to Save Energy 6-8 My Future Green Career Amelia Airflow 6-8

STRAND / DOMAIN / UNIFYING THEME **NY.6-8.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
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STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Alliance to Save Energy 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design School Audit Staff Presentation Water Awareness Posters
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STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. Alliance to Save Energy 6-8 My Future Green Career Amelia Airflow 6-8
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.6-
8.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.9	Draw evidence from informational texts to support analysis reflection, and research. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.6-
8.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Range of Writing
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.1 0.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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**New York State Learning Standards and Core Curriculum
Science**

Grade: 7 - Adopted: 2016

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.3. Forces and Interactions**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-PS2- 3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. <u>Alliance to Save Energy</u> 6-8 Energy Audit Video 6-8 Energy Basics Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.4. Energy**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-PS3- 5.	Construct, use, and present an argument to support the claim that when work is done on or by a system, the energy of the system changes as energy is transferred to or from the system. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.7. Matter and Energy in Organisms and Ecosystems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Alliance to Save Energy</u> 6-8 Climate Video
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STRAND / DOMAIN / UNIFYING THEME **NY.MS.8. Interdependent Relationships in Ecosystems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-LS2-5.	<p>Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Basics Video 6-8 Environmental Justice Video 6-8 Green Your Career Video 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Family Presentation Home Energy Demand Pledge My Future Green Career Presentation Net Zero School Design Shutdown Reminders Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME **NY.MS.13 Earth's Systems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-1.	<p>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 geologic processes.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Climate Video 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME **NY.MS.14 Weather and Climate**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century. <u>Alliance to Save Energy</u> 6-8 Climate Video 6-8 Energy Basics Video Carbon Footprint Calculator
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**STRAND /
DOMAIN /
UNIFYING
THEME** NY.MS.15 Human Impacts

CATEGORY / CLUSTER / KEY IDEA	Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 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
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS3-4.	Construct an argument supported by evidence for how increases in human population and per-capita consumption of natural resources impact Earth's systems. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Climate Video 6-8 Energy Basics Video 6-8 Environmental Justice Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video Assembly Announcement Family Presentation Staff Presentation
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Grade: 7 - Adopted: 2011

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.6-
8.RST.** **Reading Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.RST.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project Amelia Airflow 6-8 Carbon Footprint Calculator Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign Water Awareness Posters
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.RST.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.6-
8.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST. 2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2 a.	<p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation</p>
EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2 .b.	<p>Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2 .c.	<p>Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2 .d.	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2 .e.	<p>Establish and maintain a formal style and objective tone.</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2 .f.	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
STRAND / DOMAIN / UNIFYING THEME	NY.6- 8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing

STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design School Audit Staff Presentation Water Awareness Posters</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.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.
		<p><u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation</p>
STRAND / DOMAIN / UNIFYING THEME	NY.6- 8.WHST.	Writing Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge

STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.7	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.9	Draw evidence from informational texts to support analysis reflection, and research. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.6-
8.WHST. Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Range of Writing
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.1 0.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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**New York State Learning Standards and Core Curriculum
Science
Grade: 8 - Adopted: 2016**

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.3. Forces and Interactions**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-PS2- 3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces. <u>Alliance to Save Energy</u> 6-8 Energy Audit Video 6-8 Energy Basics Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.4. Energy**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-PS3- 5.	Construct, use, and present an argument to support the claim that when work is done on or by a system, the energy of the system changes as energy is transferred to or from the system. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.7. Matter and Energy in Organisms and Ecosystems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations. <u>Alliance to Save Energy</u> 6-8 Climate Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.MS.8. Interdependent Relationships in Ecosystems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	MS-LS2- 5.	Evaluate competing design solutions for maintaining biodiversity and protecting ecosystem stability. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Basics Video 6-8 Environmental Justice Video 6-8 Green Your Career Video 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Family Presentation Home Energy Demand Pledge My Future Green Career Presentation Net Zero School Design Shutdown Reminders Staff Presentation
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STRAND / DOMAIN / UNIFYING THEME **NY.MS.13 Earth's Systems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-1.	<p>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 geologic processes.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-8 Climate Video 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME **NY.MS.14 Weather and Climate**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	MS-ESS3-5.	<p>Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.</p> <p><u>Alliance to Save Energy</u> 6-8 Climate Video 6-8 Energy Basics Video Carbon Footprint Calculator</p>

STRAND / DOMAIN / UNIFYING THEME **NY.MS.15 Human Impacts**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	MS- ESS3-3.	<p>Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.</p> <p><u>Alliance to Save Energy</u></p> <p>3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Audit Video 6-8 Energy Basics Video 6-8 Environmental Justice Video 6-8 Explore Renewables Video 6-8 Green Your Career Video 6-8 My Future Green Career 6-8 Understanding Energy Demand Video Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness</p>
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STANDARD / CONCEPTUAL UNDERSTANDI NG	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><u>Alliance to Save Energy</u></p> <p>3-8 Custodial Presentation & Pledge 6-8 Climate Video 6-8 Energy Basics Video 6-8 Environmental Justice Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video Assembly Announcement Family Presentation Staff Presentation</p>
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Grade: 8 - Adopted: 2011

STRAND / DOMAIN / UNIFYING THEME	NY.6- 8.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA	Integration of Knowledge and Ideas	

STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.RST.7.	Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table). <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project Amelia Airflow 6-8 Carbon Footprint Calculator Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign Water Awareness Posters
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.RST.8.	Distinguish among facts, reasoned judgment based on research findings, and speculation in a text. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.6-
8.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTAND ING	6- 8.WHST. 2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2. a.	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2 .b.	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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EXPECTATION / CONTENT SPECIFICATION	6- 8.WHST.2 .c.	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2 .d.	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2 .e.	Establish and maintain a formal style and objective tone. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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EXPECTATION / CONTENT SPECIFICATION	6-8.WHST.2 .f.	Provide a concluding statement or section that follows from and supports the information or explanation presented. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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STRAND / DOMAIN / UNIFYING THEME **NY.6-8.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
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STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design School Audit Staff Presentation Water Awareness Posters
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STANDARD / CONCEPTUAL UNDERSTANDING	6-8.WHST.5	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <u>Alliance to Save Energy</u> 6-8 My Future Green Career Amelia Airflow 6-8
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.6	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas clearly and efficiently.
		<p><u>Alliance to Save Energy</u></p> <p>3-8 Custodial Presentation & Pledge</p> <p>6-12 Final Presentation & Peer Performance</p> <p>6-8 Explore Renewables Energy Poster Project</p> <p>6-8 My Future Green Career</p> <p>Assembly Announcement</p> <p>Family Presentation</p> <p>My Future Green Career Presentation</p> <p>Net Zero School Design</p> <p>Staff Presentation</p>

**STRAND /
DOMAIN /
UNIFYING
THEME**

**NY.6-
8.WHST.
Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.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.
		<p><u>Alliance to Save Energy</u></p> <p>6-8 Explore Renewables Energy Poster Project</p> <p>6-8 My Future Green Career</p> <p>Net Zero School Design</p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.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><u>Alliance to Save Energy</u></p> <p>6-8 Explore Renewables Energy Poster Project</p> <p>6-8 My Future Green Career</p> <p>Net Zero School Design</p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.9	Draw evidence from informational texts to support analysis reflection, and research.
		<p><u>Alliance to Save Energy</u></p> <p>6-8 Explore Renewables Energy Poster Project</p> <p>6-8 My Future Green Career</p> <p>Net Zero School Design</p>

**STRAND /
DOMAIN /
UNIFYING
THEME**

**NY.6-
8.WHST.
Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Range of Writing
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STANDARD / CONCEPTUAL UNDERSTANDI NG	6- 8.WHST.1 0.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Assembly Announcement Family Presentation My Future Green Career Presentation Net Zero School Design Staff Presentation
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**New York State Learning Standards and Core Curriculum
Science**

Grade: 9 - Adopted: 2016

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.HS.4. Energy**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	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. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video
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STANDARD / CONCEPTUAL UNDERSTANDI NG	HS-PS3- 3.	Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.HS.8. Interdependent Relationships in Ecosystems**

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

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.HS.12 History of Earth**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	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.
<p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>		

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.HS.13 Earth's Systems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to Earth's systems.
<p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>		

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
<p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>		

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.HS.14 Weather and Climate**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	HS-ESS2-4.	<p>Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator</p>
STANDARD / CONCEPTUAL UNDERSTANDING	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><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator</p>
STRAND / DOMAIN / UNIFYING THEME	NY.HS.15 Human Sustainability	
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD /
CONCEPTUAL
UNDERSTANDI
NG

HS-
ESS3-1.

Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.

Alliance to Save Energy

6-12 Final Presentation & Peer Performance

9-12 Carbon Rank Competition

9-12 Climate Video

9-12 Custodial Presentation & Pledge

9-12 Energy Audit Video

9-12 Energy Basics Video

9-12 Environmental Justice Video

9-12 Explore Renewables Energy Poster Project

9-12 Explore Renewables Video

9-12 Green Your Career Video

9-12 My Future Green Career

9-12 Understanding Energy Demand Video

9-12 Water Audit

Amelia Airflow 9-12

Appliance Audit

Assembly Announcement

Capstone Project

Carbon Footprint Calculator

Carbon Footprint Journal

Energy Patrol Contest

Family Presentation

Green Future Design

HVAC Audit

Home Energy Audit

Home Energy Demand Pledge

Lighting Audit

Mr. BAS

Mr. BTU 9-12

My Future Green Career Presentation

Poster Campaign

School Audit

Shutdown Reminders

Staff Presentation

Water Awareness Posters

Water Saving Awareness

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS3-2.	<p>Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.</p> <p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>
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STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS3-3.	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

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

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	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
- 9-12 My Future Green Career
- 9-12 Understanding Energy Demand Video
- 9-12 Water Audit
- Amelia Airflow 9-12
- Appliance Audit
- Assembly Announcement
- Capstone Project
- Carbon Footprint Calculator
- Carbon Footprint Journal
- Energy Patrol Contest
- Family Presentation
- Green Future Design
- HVAC Audit
- Home Energy Audit
- Home Energy Demand Pledge
- Lighting Audit
- Mr. BAS
- Mr. BTU 9-12
- My Future Green Career Presentation
- Poster Campaign
- School Audit
- Shutdown Reminders
- Staff Presentation
- Water Awareness Posters
- Water Saving Awareness

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>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>
STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
		<p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p>
Grade: 9 - Adopted: 2011		
STRAND / DOMAIN / UNIFYING THEME	NY.9- 10.RST.	Reading Standards for Literacy in Science and Technical Subjects
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas

STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.RST.7.	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Explore Renewables Energy Poster Project Amelia Airflow 9-12 Appliance Audit Capstone Project Carbon Footprint Calculator Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Water Awareness Posters
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.RST.8.	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-
10.WHST. Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTAND ING	9- 10.WHS T.1.	Write arguments focused on discipline-specific content.

EXPECTATION / CONTENT SPECIFICATION	9- 10.WHST. 1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-
10.WHST. Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTAND ING	9- 10.WHS T.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

EXPECTATION / 9- Introduce a topic and organize ideas, concepts, and information to make important connections and
CONTENT 10.WHST. distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to
SPECIFICATION 2.a. aiding comprehension.

Alliance to Save Energy

[6-12 Final Presentation & Peer Performance](#)

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

[9-12 My Future Green Career](#)

[Amelia Airflow 9-12](#)

[Assembly Announcement](#)

[Capstone Project](#)

[Family Presentation](#)

[Green Future Design](#)

[My Future Green Career Presentation](#)

[Staff Presentation](#)

EXPECTATION / 9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details,
CONTENT 10.WHST. quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SPECIFICATION 2.b.

Alliance to Save Energy

[6-12 Final Presentation & Peer Performance](#)

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

[9-12 My Future Green Career](#)

[Amelia Airflow 9-12](#)

[Assembly Announcement](#)

[Capstone Project](#)

[Family Presentation](#)

[Green Future Design](#)

[My Future Green Career Presentation](#)

[Staff Presentation](#)

EXPECTATION / 9- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify
CONTENT 10.WHST. the relationships among ideas and concepts.
SPECIFICATION 2.c.

Alliance to Save Energy

[9-12 My Future Green Career](#)

[Amelia Airflow 9-12](#)

[Capstone Project](#)

EXPECTATION / 9- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a
CONTENT 10.WHST. style appropriate to the discipline and context as well as to the expertise of likely readers.
SPECIFICATION 2.d.

Alliance to Save Energy

[9-12 My Future Green Career](#)

[Amelia Airflow 9-12](#)

[Capstone Project](#)

EXPECTATION / 9- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
CONTENT 10.WHST. discipline in which they are writing.
SPECIFICATION 2.e.

Alliance to Save Energy

[9-12 My Future Green Career](#)

[Amelia Airflow 9-12](#)

[Capstone Project](#)

EXPECTATION / CONTENT SPECIFICATION	9-10.WHST.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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- Alliance to Save Energy**
- 9-12 My Future Green Career
- Amelia Airflow 9-12
- Capstone Project

STRAND / DOMAIN / UNIFYING THEME **NY.9-10.WHST. Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA	Production and Distribution of Writing
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STANDARD / CONCEPTUAL UNDERSTANDING	9-10.WHST.4.	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 Carbon Rank Competition
- 9-12 Custodial Presentation & Pledge
- 9-12 Explore Renewables Energy Poster Project
- 9-12 My Future Green Career
- 9-12 Water Audit
- Amelia Airflow 9-12
- Appliance Audit
- Assembly Announcement
- Capstone Project
- Carbon Footprint Calculator
- Carbon Footprint Journal
- Energy Patrol Contest
- Family Presentation
- Green Future Design
- HVAC Audit
- Home Energy Audit
- Lighting Audit
- Mr. BAS
- Mr. BTU 9-12
- My Future Green Career Presentation
- Professor Frio
- School Audit
- Staff Presentation
- Water Awareness Posters

STANDARD / CONCEPTUAL UNDERSTANDING	9-10.WHST.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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- Alliance to Save Energy**
- 9-12 My Future Green Career
- Amelia Airflow 9-12
- Capstone Project

STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
STRAND / DOMAIN / UNIFYING THEME	NY.9- 10.WHST.	Writing Standards for Literacy in Science and Technical Subjects

CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.WHST. 7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.WHST. 9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STRAND / DOMAIN / UNIFYING THEME	NY.9- 10.WHST.	Writing Standards for Literacy in Science and Technical Subjects
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CATEGORY / CLUSTER / KEY IDEA		Range of Writing
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STANDARD / CONCEPTUAL UNDERSTANDING 9-10.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

**New York State Learning Standards and Core Curriculum
Science**

Grade: 10 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME NY.HS.4. Energy

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDING 1. HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- Alliance to Save Energy**
- 9-12 Energy Audit Video
 - 9-12 Energy Basics Video
 - 9-12 Explore Renewables Video

STANDARD / CONCEPTUAL UNDERSTANDING 3. HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

- Alliance to Save Energy**
- 9-12 Explore Renewables Video

STRAND / DOMAIN / UNIFYING THEME NY.HS.8. Interdependent Relationships in Ecosystems

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDING 2. HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

- Alliance to Save Energy**
- 9-12 Climate Video
 - 9-12 Environmental Justice Video
 - 9-12 Green Your Career Video

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

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	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. <u>Alliance to Save Energy</u> 9-12 Climate Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.HS.13 Earth's Systems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to Earth's systems. <u>Alliance to Save Energy</u> 9-12 Climate Video
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STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Alliance to Save Energy</u> 9-12 Climate Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.HS.14 Weather and Climate**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	HS-ESS2-4.	<p>Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator</p>
STANDARD / CONCEPTUAL UNDERSTANDING	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><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator</p>
STRAND / DOMAIN / UNIFYING THEME	NY.HS.15 Human Sustainability	
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS3-2.	<p>Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.</p> <p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>
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STANDARD /
CONCEPTUAL
UNDERSTANDI
NG

HS-
ESS3-3.

Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

Alliance to Save Energy

6-12 Final Presentation & Peer Performance
9-12 Carbon Rank Competition
9-12 Climate Video
9-12 Custodial Presentation & Pledge
9-12 Energy Audit Video
9-12 Energy Basics Video
9-12 Environmental Justice Video
9-12 Explore Renewables Video
9-12 Green Your Career Video
9-12 My Future Green Career
9-12 Understanding Energy Demand Video
9-12 Water Audit
Amelia Airflow 9-12
Appliance Audit
Assembly Announcement
Capstone Project
Carbon Footprint Calculator
Carbon Footprint Journal
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HVAC Audit
Home Energy Audit
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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

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

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	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
- 9-12 My Future Green Career
- 9-12 Understanding Energy Demand Video
- 9-12 Water Audit
- Amelia Airflow 9-12
- Appliance Audit
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- Carbon Footprint Calculator
- Carbon Footprint Journal
- Energy Patrol Contest
- Family Presentation
- Green Future Design
- HVAC Audit
- Home Energy Audit
- Home Energy Demand Pledge
- Lighting Audit
- Mr. BAS
- Mr. BTU 9-12
- My Future Green Career Presentation
- Poster Campaign
- School Audit
- Shutdown Reminders
- Staff Presentation
- Water Awareness Posters
- Water Saving Awareness

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ETS1-3.	<p>Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation</p>
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STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ETS1-4.	<p>Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>
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Grade: 10 - Adopted: 2011

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-
10.RST.** **Reading Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA	Integration of Knowledge and Ideas
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.RST.7.	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Explore Renewables Energy Poster Project Amelia Airflow 9-12 Appliance Audit Capstone Project Carbon Footprint Calculator Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Water Awareness Posters
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.RST.8.	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-
10.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTAND ING	9- 10.WHS T.1.	Write arguments focused on discipline-specific content.

EXPECTATION / CONTENT SPECIFICATION	9- 10.WHST. 1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-
10.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTAND ING	9- 10.WHS T.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

EXPECTATION / 9- Introduce a topic and organize ideas, concepts, and information to make important connections and
CONTENT 10.WHST. distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to
SPECIFICATION 2.a. aiding comprehension.

Alliance to Save Energy

6-12 Final Presentation & Peer Performance

9-12 Custodial Presentation & Pledge

9-12 My Future Green Career

Amelia Airflow 9-12

Assembly Announcement

Capstone Project

Family Presentation

Green Future Design

My Future Green Career Presentation

Staff Presentation

EXPECTATION / 9- Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details,
CONTENT 10.WHST. quotations, or other information and examples appropriate to the audience's knowledge of the topic.
SPECIFICATION 2.b.

Alliance to Save Energy

6-12 Final Presentation & Peer Performance

9-12 Custodial Presentation & Pledge

9-12 My Future Green Career

Amelia Airflow 9-12

Assembly Announcement

Capstone Project

Family Presentation

Green Future Design

My Future Green Career Presentation

Staff Presentation

EXPECTATION / 9- Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify
CONTENT 10.WHST. the relationships among ideas and concepts.
SPECIFICATION 2.c.

Alliance to Save Energy

9-12 My Future Green Career

Amelia Airflow 9-12

Capstone Project

EXPECTATION / 9- Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a
CONTENT 10.WHST. style appropriate to the discipline and context as well as to the expertise of likely readers.
SPECIFICATION 2.d.

Alliance to Save Energy

9-12 My Future Green Career

Amelia Airflow 9-12

Capstone Project

EXPECTATION / 9- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the
CONTENT 10.WHST. discipline in which they are writing.
SPECIFICATION 2.e.

Alliance to Save Energy

9-12 My Future Green Career

Amelia Airflow 9-12

Capstone Project

EXPECTATION / CONTENT SPECIFICATION	9-10.WHST.2.f.	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
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Alliance to Save Energy
 9-12 My Future Green Career
 Amelia Airflow 9-12
 Capstone Project

STRAND / DOMAIN / UNIFYING THEME **NY.9-10.WHST. Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
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STANDARD / CONCEPTUAL UNDERSTANDING	9-10.WHST.4.	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 Carbon Rank Competition
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 My Future Green Career Presentation
 Professor Frio
 School Audit
 Staff Presentation
 Water Awareness Posters

STANDARD / CONCEPTUAL UNDERSTANDING	9-10.WHST.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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Alliance to Save Energy
 9-12 My Future Green Career
 Amelia Airflow 9-12
 Capstone Project

STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.WHST. 6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
STRAND / DOMAIN / UNIFYING THEME	NY.9- 10.WHST.	Writing Standards for Literacy in Science and Technical Subjects

CATEGORY / CLUSTER / KEY IDEA	Research to Build and Present Knowledge
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.WHST. 7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.WHST. 8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9- 10.WHST. 9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STRAND / DOMAIN / UNIFYING THEME	NY.9- 10.WHST.	Writing Standards for Literacy in Science and Technical Subjects
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CATEGORY / CLUSTER / KEY IDEA		Range of Writing
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STANDARD / CONCEPTUAL UNDERSTANDING 9-10.WHST.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

**New York State Learning Standards and Core Curriculum
Science**

Grade: 11 - Adopted: 2016

STRAND / DOMAIN / UNIFYING THEME NY.HS.4. Energy

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDING 1. HS-PS3-1. Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.

- Alliance to Save Energy**
- 9-12 Energy Audit Video
 - 9-12 Energy Basics Video
 - 9-12 Explore Renewables Video

STANDARD / CONCEPTUAL UNDERSTANDING 3. HS-PS3-3. Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.

- Alliance to Save Energy**
- 9-12 Explore Renewables Video

STRAND / DOMAIN / UNIFYING THEME NY.HS.8. Interdependent Relationships in Ecosystems

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDING 2. HS-LS2-2. Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

- Alliance to Save Energy**
- 9-12 Climate Video
 - 9-12 Environmental Justice Video
 - 9-12 Green Your Career Video

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

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	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. <u>Alliance to Save Energy</u> 9-12 Climate Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.HS.13 Earth's Systems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to Earth's systems. <u>Alliance to Save Energy</u> 9-12 Climate Video
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STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Alliance to Save Energy</u> 9-12 Climate Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.HS.14 Weather and Climate**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	HS-ESS2-4.	<p>Use a model to describe how variations in the flow of energy into and out of Earth's systems result in changes in climate.</p> <p><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator</p>
STANDARD / CONCEPTUAL UNDERSTANDING	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><u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator</p>
STRAND / DOMAIN / UNIFYING THEME	NY.HS.15 Human Sustainability	
CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS3-1.	Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS3-2.	<p>Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.</p> <p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>
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STANDARD /
CONCEPTUAL
UNDERSTANDI
NG

HS-
ESS3-3.

Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.

Alliance to Save Energy

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

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

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ETS1-1.	<p>Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Energy Poster Project 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness</p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts.
<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation</p>		

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem.
<p><u>Alliance to Save Energy</u> 9-12 Climate Video</p>		

Grade: 11 - Adopted: 2011

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.11-
12.RST.** **Reading Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA	Key Ideas and Details
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STANDARD / CONCEPTUAL UNDERSTANDI NG	11- 12.RST.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
<p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>		

CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDI NG	11- 12.RST.7.	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	11- 12.RST.8.	<p>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Green Future Design HVAC Audit Home Energy Audit Lighting Audit School Audit</p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	11- 12.RST.9.	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 My Future Green Career</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>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Professor Frio</p> <p>School Audit</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p>		

STRAND / DOMAIN / UNIFYING THEME **NY.11-12.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.1.	Write arguments focused on discipline-specific content.

EXPECTATION / CONTENT SPECIFICATION	11-12.WHST.1.d.	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
<p><u>Alliance to Save Energy</u></p> <p>9-12 My Future Green Career</p> <p>Amelia Airflow 9-12</p> <p>Capstone Project</p>		

STRAND / DOMAIN / UNIFYING THEME **NY.11-12.WHST.** **Writing Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

EXPECTATION / CONTENT SPECIFICATION	11- 12.WHST. 2.a.	<p>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
EXPECTATION / CONTENT SPECIFICATION	11- 12.WHST. 2.b.	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
EXPECTATION / CONTENT SPECIFICATION	11- 12.WHST. 2.c.	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
EXPECTATION / CONTENT SPECIFICATION	11- 12.WHST. 2.d.	<p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
EXPECTATION / CONTENT SPECIFICATION	11- 12.WHST. 2.e.	<p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
STRAND / DOMAIN / UNIFYING THEME	NY.11- 12.WHST.	Writing Standards for Literacy in Science and Technical Subjects

CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters</p>
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.5.	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.6.	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
STRAND / DOMAIN / UNIFYING THEME	NY.11-12.WHST.	Writing Standards for Literacy in Science and Technical Subjects

CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.7.	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.8.	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.9.	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
STRAND / DOMAIN / UNIFYING THEME	NY.11-12.WHST.	Writing Standards for Literacy in Science and Technical Subjects

CATEGORY / CLUSTER / KEY IDEA		Range of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.10.	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME **NY.HS.4. Energy**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDING	HS-PS3-1.	<p>Create a computational model to calculate the change in the energy of one component in a system when the change in energy of the other component(s) and energy flows in and out of the system are known.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Explore Renewables Video</p>
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STANDARD / CONCEPTUAL UNDERSTANDING	HS-PS3-3.	<p>Design, build, and refine a device that works within given constraints to convert one form of energy into another form of energy.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Video</p>
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STRAND / DOMAIN / UNIFYING THEME **NY.HS.8. Interdependent Relationships in Ecosystems**

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

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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. <u>Alliance to Save Energy</u> 9-12 Climate Video

STRAND / DOMAIN / UNIFYING THEME **NY.HS.13 Earth's Systems**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	HS-ESS2-2.	Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to Earth's systems. <u>Alliance to Save Energy</u> 9-12 Climate Video

STANDARD / CONCEPTUAL UNDERSTANDING	HS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes. <u>Alliance to Save Energy</u> 9-12 Climate Video
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STRAND / DOMAIN / UNIFYING THEME **NY.HS.14 Weather and Climate**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDING	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. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video 9-12 Explore Renewables Video Carbon Footprint Calculator

STANDARD / CONCEPTUAL UNDERSTANDING	HS-ESS3-5.	Analyze geoscience data and the results from global climate models to make an evidence-based forecast of the current rate of global or regional climate change and associated future impacts to Earth systems. <u>Alliance to Save Energy</u> 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.HS.15 Human Sustainability**

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS3-1.	<p>Construct an explanation based on evidence for how the availability of natural resources, occurrence of natural hazards, and changes in climate have influenced human activity.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Energy Poster Project 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness</p>

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ESS3-2.	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources based on cost-benefit ratios.
		<p><u>Alliance to Save Energy</u></p> <p>6-12 Final Presentation & Peer Performance</p> <p>9-12 Carbon Rank Competition</p> <p>9-12 Climate Video</p> <p>9-12 Custodial Presentation & Pledge</p> <p>9-12 Energy Audit Video</p> <p>9-12 Energy Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Explore Renewables Energy Poster Project</p> <p>9-12 Explore Renewables Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>9-12 Understanding Energy Demand Video</p> <p>9-12 Water Audit</p> <p>Amelia Airflow 9-12</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</p> <p>Mr. BAS</p> <p>Mr. BTU 9-12</p> <p>My Future Green Career Presentation</p> <p>Poster Campaign</p> <p>School Audit</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p> <p>Water Awareness Posters</p> <p>Water Saving Awareness</p>

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

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

CATEGORY / CLUSTER / KEY IDEA		Students who demonstrate understanding can:
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STANDARD / CONCEPTUAL UNDERSTANDI NG	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
- 9-12 My Future Green Career
- 9-12 Understanding Energy Demand Video
- 9-12 Water Audit
- Amelia Airflow 9-12
- Appliance Audit
- Assembly Announcement
- Capstone Project
- Carbon Footprint Calculator
- Carbon Footprint Journal
- Energy Patrol Contest
- Family Presentation
- Green Future Design
- HVAC Audit
- Home Energy Audit
- Home Energy Demand Pledge
- Lighting Audit
- Mr. BAS
- Mr. BTU 9-12
- My Future Green Career Presentation
- Poster Campaign
- School Audit
- Shutdown Reminders
- Staff Presentation
- Water Awareness Posters
- Water Saving Awareness

STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ETS1-3.	Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics, as well as possible social, cultural, and environmental impacts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation
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STANDARD / CONCEPTUAL UNDERSTANDI NG	HS- ETS1-4.	Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous criteria and constraints on interactions within and between systems relevant to the problem. <u>Alliance to Save Energy</u> 9-12 Climate Video
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Grade: 12 - Adopted: 2011

**STRAND /
DOMAIN /
UNIFYING
THEME** NY.11-
12.RST. **Reading Standards for Literacy in Science and Technical Subjects**

CATEGORY / CLUSTER / KEY IDEA	Key Ideas and Details
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STANDARD / CONCEPTUAL UNDERSTANDI NG	11- 12.RST.1.	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDI NG	11- 12.RST.7.	<p>Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
STANDARD / CONCEPTUAL UNDERSTANDI NG	11- 12.RST.8.	<p>Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.</p> <p><u>Alliance to Save Energy</u> 9-12 Energy Audit Video 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Green Future Design HVAC Audit Home Energy Audit Lighting Audit School Audit</p>

STANDARD / CONCEPTUAL UNDERSTANDING

11-12.RST.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

- Alliance to Save Energy**
- 6-12 Final Presentation & Peer Performance
 - 9-12 Carbon Rank Competition
 - 9-12 Custodial Presentation & Pledge
 - 9-12 Explore Renewables Energy Poster Project
 - 9-12 My Future Green Career
 - 9-12 Water Audit
 - Amelia Airflow 9-12
 - Appliance Audit
 - Assembly Announcement
 - Capstone Project
 - Carbon Footprint Calculator
 - Carbon Footprint Journal
 - Energy Patrol Contest
 - Family Presentation
 - Green Future Design
 - HVAC Audit
 - Home Energy Audit
 - Lighting Audit
 - Mr. BAS
 - Mr. BTU 9-12
 - My Future Green Career Presentation
 - Professor Frio
 - School Audit
 - Staff Presentation
 - Water Awareness Posters

STRAND / DOMAIN / UNIFYING THEME

NY.11-12.WHST. Writing Standards for Literacy in Science and Technical Subjects

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.1.	Write arguments focused on discipline-specific content.

EXPECTATION / CONTENT SPECIFICATION

11-12.WHST.1.d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

STRAND / DOMAIN / UNIFYING THEME

NY.11-12.WHST. Writing Standards for Literacy in Science and Technical Subjects

CATEGORY / CLUSTER / KEY IDEA		Text Types and Purposes
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

EXPECTATION / CONTENT SPECIFICATION	11- 12.WHST. 2.a.	<p>Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
EXPECTATION / CONTENT SPECIFICATION	11- 12.WHST. 2.b.	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
EXPECTATION / CONTENT SPECIFICATION	11- 12.WHST. 2.c.	<p>Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
EXPECTATION / CONTENT SPECIFICATION	11- 12.WHST. 2.d.	<p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.</p> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
EXPECTATION / CONTENT SPECIFICATION	11- 12.WHST. 2.e.	<p>Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).</p> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
STRAND / DOMAIN / UNIFYING THEME	NY.11- 12.WHST.	Writing Standards for Literacy in Science and Technical Subjects

CATEGORY / CLUSTER / KEY IDEA		Production and Distribution of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters</p>
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.5.	<p>Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.6.	<p>Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
STRAND / DOMAIN / UNIFYING THEME	NY.11-12.WHST.	Writing Standards for Literacy in Science and Technical Subjects

CATEGORY / CLUSTER / KEY IDEA		Research to Build and Present Knowledge
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.7.	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.8.	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.9.	<p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
STRAND / DOMAIN / UNIFYING THEME	NY.11-12.WHST.	Writing Standards for Literacy in Science and Technical Subjects

CATEGORY / CLUSTER / KEY IDEA		Range of Writing
STANDARD / CONCEPTUAL UNDERSTANDING	11-12.WHST.10.	<p>Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>

STRAND / DOMAIN / UNIFYING THEME **NY.SL.3. Speaking and Listening Standards**

CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
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STANDARD / CONCEPTUAL UNDERSTANDING SL.3.3. Ask and answer questions about information from a speaker, offering appropriate elaboration and detail.

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

STRAND / DOMAIN / UNIFYING THEME **NY.3P. Grade 3: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	3P.B.	Chronological Reasoning and Causation
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STANDARD / CONCEPTUAL UNDERSTANDING 3P.B.1. Explain how three or more events are related to one another.

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

STRAND / DOMAIN / UNIFYING THEME **NY.3P. Grade 3: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	3P.D.	Geographic Reasoning
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STANDARD / CONCEPTUAL UNDERSTANDING 3P.D.3. Describe how human activities affect the environment of a world community; describe how the environment of a specific world community affects the human activities in that community.

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

STANDARD / CONCEPTUAL UNDERSTANDING 3P.D.5. Describe how human activities alter places and regions.

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

STRAND / DOMAIN / UNIFYING THEME **NY.3P. Grade 3: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	3P.F.	Civic Participation
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STANDARD / CONCEPTUAL UNDERSTANDING 3P.F.2. Participate in activities that focus on a classroom, school, or world community issue or problem.

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

STANDARD / CONCEPTUAL UNDERSTANDI NG	3P.F.4.	Identify opportunities for and the role of the individual in social and political participation in the school, local community, or world community. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Geography, Humans, and the Environment
STANDARD / CONCEPTUAL UNDERSTAND ING	3.3.	Geographic factors often influence where people settle and form communities. People adapt to and modify their environment in different ways to meet their needs.
EXPECTATION / CONTENT SPECIFICATIO N	3.3b.	People make adaptations and modifications to the environment. Advancements in science, technology, and industry can bring about modifications to the environment and can have unintended consequences on the environment. People have attempted to take actions to protect the environment.
GRADE EXPECTATION	3.3b.1.	Students will examine how each selected world community has adapted to and/or modified its environment to meet its needs. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
GRADE EXPECTATION	3.3b.2.	Students will investigate how human activities and the use of technology have altered the environment, bringing about unintended consequences for each of the selected world communities and their own community. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
GRADE EXPECTATION	3.3b.3.	Students will explore actions that are being taken to protect the environment in the selected world communities and in their own community. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
STRAND / DOMAIN / UNIFYING THEME	NY.3.	Communities around the World
CATEGORY / CLUSTER / KEY IDEA		Civic Ideals and Practices
STANDARD / CONCEPTUAL UNDERSTAND ING	3.8.	The concept of universal human rights suggests that all people should be treated fairly and should have the opportunity to meet their basic needs.
EXPECTATION / CONTENT SPECIFICATIO N	3.8c.	When faced with prejudice and discrimination, people can take steps to support social action and change.
GRADE EXPECTATION	3.8c.1.	Students will investigate steps people can take to support social action and change. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video

New York State Learning Standards and Core Curriculum

Social Studies

Grade: 4 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME NY.RI.4. Reading Standards for Informational Text

CATEGORY / CLUSTER / KEY IDEA		Craft and Structure
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STANDARD / CONCEPTUAL UNDERSTANDING RI.4.5. Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.

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[3-5 Environmental Justice Video](#)

STRAND / DOMAIN / UNIFYING THEME NY.RI.4. Reading Standards for Informational Text

CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
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STANDARD / CONCEPTUAL UNDERSTANDING 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.

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[3-5 Environmental Justice Video](#)

STRAND / DOMAIN / UNIFYING THEME NY.SL.4. Speaking and Listening Standards

CATEGORY / CLUSTER / KEY IDEA		Comprehension and Collaboration
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STANDARD / CONCEPTUAL UNDERSTANDING SL.4.3. Identify the reasons and evidence a speaker provides to support particular points.

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

STRAND / DOMAIN / UNIFYING THEME NY.4P. Grade 4: Social Studies Practices

CATEGORY / CLUSTER / KEY IDEA	4P.B.	Chronological Reasoning and Causation
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STANDARD / CONCEPTUAL UNDERSTANDING 4P.B.1. Explain how events are related chronologically to one another.

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[3-5 Environmental Justice Video](#)

STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.B.6.	Use periods of time, such as decades and centuries to put events into chronological order. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.4P. Grade 4: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	4P.D.	Geographic Reasoning
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STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.D.3.	Identify how environments affect human activities and how human activities affect physical environments. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / CONCEPTUAL UNDERSTANDI NG	4P.D.5.	Describe how human activities alter places and regions. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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**New York State Learning Standards and Core Curriculum
Social Studies
Grade: 5 - Adopted: 2016/Revised 2017**

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.RH.5-8. Reading Standards for Literacy in History/Social Studies
8.**

CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
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STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.5P. Grade 5: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	5P.B.	Chronological Reasoning
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STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.B.1.	Explain how events are related chronologically to one another in time. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / CONCEPTUAL UNDERSTANDI NG	5P.B.7.	Use periods of time such as decades and centuries to organize a historical narrative; compare histories in different places in the Western Hemisphere utilizing timelines. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / CONCEPTUAL UNDERSTANDING	5P.B.9.	Understand the role of periodization as a practice in history and social studies. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STRAND / DOMAIN / UNIFYING THEME NY.5P. **Grade 5: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	5P.C.	Comparison and Contextualization
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STANDARD / CONCEPTUAL UNDERSTANDING	5P.C.5.	Describe historical developments in the history of the Western Hemisphere with specific references to circumstances of time and place and to connections to broader regional or global processes, with teacher support. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STRAND / DOMAIN / UNIFYING THEME NY.5. **The Western Hemisphere**

CATEGORY / CLUSTER / KEY IDEA	5.5.	COMPARATIVE CULTURES: The countries of the Western Hemisphere are diverse and the cultures of these countries are rich and varied. Due to their proximity to each other, the countries of the Western Hemisphere share some of the same concerns and issues. (Standards: 1, 2; Themes: ID, MOV, SOC)
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STANDARD / CONCEPTUAL UNDERSTANDING	5.5b.	Countries in the Western Hemisphere face a variety of concerns and issues specific to the region.
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EXPECTATION / CONTENT SPECIFICATION	5.5b.1.	Students will investigate a current issue that two or more Western Hemisphere countries are facing together. Some examples include environmental issues, immigration, and trade. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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**New York State Learning Standards and Core Curriculum
Social Studies**

Grade: 6 - Adopted: 2016/Revised 2017

STRAND / DOMAIN / UNIFYING THEME NY.RH.5-8. **Reading Standards for Literacy in History/Social Studies**

CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
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STANDARD / CONCEPTUAL UNDERSTANDING	RH.5-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
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STRAND / DOMAIN / UNIFYING THEME NY.6P. **Grade 6: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	6P.B.	Chronological Reasoning
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STANDARD / CONCEPTUAL UNDERSTANDING
6P.B.1. Identify ways that events are related chronologically to one another in time.

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[6-8 Environmental Justice Video](#)

**New York State Learning Standards and Core Curriculum
Social Studies
Grade: 7 - Adopted: 2016/Revised 2017**

STRAND / DOMAIN / UNIFYING THEME
NY.RH.5-8. Reading Standards for Literacy in History/Social Studies 8.

CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
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STANDARD / CONCEPTUAL UNDERSTANDING
RH.5-8.7. Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts.

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

STRAND / DOMAIN / UNIFYING THEME
NY.7P. Grade 7: Social Studies Practices

CATEGORY / CLUSTER / KEY IDEA	7P.B.	Chronological Reasoning
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STANDARD / CONCEPTUAL UNDERSTANDING
7P.B.1. Identify how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events.

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STANDARD / CONCEPTUAL UNDERSTANDING
7P.B.7. Recognize that changing the periodization affects the historical narrative.

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[6-8 Environmental Justice Video](#)

STANDARD / CONCEPTUAL UNDERSTANDING
7P.B.9. Identify models of historical periodization that historians use to categorize events.

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[6-8 Environmental Justice Video](#)

STRAND / DOMAIN / UNIFYING THEME
NY.7P. Grade 7: Social Studies Practices

CATEGORY / CLUSTER / KEY IDEA	7P.C.	Comparison and Contextualization
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STANDARD / CONCEPTUAL UNDERSTANDI NG	7P.C.3.	Describe, compare, and evaluate multiple historical developments within the United States in various chronological and geographical contexts. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	7P.C.5.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STRAND / DOMAIN / UNIFYING THEME	NY.7P.	Grade 7: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	7P.F.	Civic Participation
STANDARD / CONCEPTUAL UNDERSTANDI NG	7P.F.4.	Identify, describe, and compare the role of the individual in social and political participation in, and as an agent of, historical change at various times and in various locations in colonial North America and in the early history of the United States. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	7P.F.8.	Identify how social and political responsibilities developed in American society. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
New York State Learning Standards and Core Curriculum Social Studies Grade: 8 - Adopted: 2016/Revised 2017		
STRAND / DOMAIN / UNIFYING THEME	NY.RH.5-	Reading Standards for Literacy in History/Social Studies 8.
CATEGORY / CLUSTER / KEY IDEA		Integration of Knowledge and Ideas
STANDARD / CONCEPTUAL UNDERSTANDI NG	RH.5-8.7.	Integrate visual information (e.g., in charts, graphs, photographs, videos, or maps) with other information in print and digital texts. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STRAND / DOMAIN / UNIFYING THEME	NY.8P.	Grade 8: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	8P.B.	Chronological Reasoning

STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.1.	Articulate how events are related chronologically to one another in time, and explain the ways in which earlier ideas and events may influence subsequent ideas and events. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.7.	Recognize that changing the periodization affects the historical narrative. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.B.9.	Identify and describe models of historical periodization that historians use to categorize events. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STRAND / DOMAIN / UNIFYING THEME	NY.8P.	Grade 8: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	8P.C.	Comparison and Contextualization
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.C.3.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts). <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.C.5.	Connect historical developments to specific circumstances of time and place and to broader regional, national, or global processes. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.C.6.	Analyze case studies in United States history in a comparative framework, attending to the role of chronology and sequence, as well as categories of comparison or socio-political components. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STRAND / DOMAIN / UNIFYING THEME	NY.8P.	Grade 8: Social Studies Practices
CATEGORY / CLUSTER / KEY IDEA	8P.D.	Geographic Reasoning
STANDARD / CONCEPTUAL UNDERSTANDI NG	8P.D.2.	Distinguish human activities and human-made features from “environments” (natural events or physical features—land, air, and water—that are not directly made by humans) and describe the relationship between human activities and the environment. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video

STRAND / DOMAIN / UNIFYING THEME **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.B.	Chronological Reasoning and Causation
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STANDARD / CONCEPTUAL UNDERSTANDING	9-12.B.1.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STANDARD / CONCEPTUAL UNDERSTANDING	9-12.B.8.	Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STRAND / DOMAIN / UNIFYING THEME **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.C.	Comparison and Contextualization
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STANDARD / CONCEPTUAL UNDERSTANDING	9-12.C.4.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts). <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STRAND / DOMAIN / UNIFYING THEME **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.D.	Geographic Reasoning
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STANDARD / CONCEPTUAL UNDERSTANDING	9-12.D.3.	Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STRAND / DOMAIN / UNIFYING THEME **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.F.	Civic Participation
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STANDARD / CONCEPTUAL UNDERSTANDING	9-12.F.2.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.F.6.	Identify situations in which social actions are required and determine an appropriate course of action. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.F.7.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.F.8.	Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video

**New York State Learning Standards and Core Curriculum
Social Studies**

Grade: 10 - Adopted: 2014/Revised 2017

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.B.	Chronological Reasoning and Causation
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.B.1.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.B.8.	Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.C.	Comparison and Contextualization
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.C.4.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts). <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.D.	Geographic Reasoning
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STANDARD / CONCEPTUAL UNDERSTANDING
 9-12.D.3. Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes.

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

STRAND / DOMAIN / UNIFYING THEME **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.F.	Civic Participation
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STANDARD / CONCEPTUAL UNDERSTANDING
 9-12.F.2. Participate in activities that focus on a classroom, school, community, state, or national issue or problem.

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

STANDARD / CONCEPTUAL UNDERSTANDING
 9-12.F.6. Identify situations in which social actions are required and determine an appropriate course of action.

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

STANDARD / CONCEPTUAL UNDERSTANDING
 9-12.F.7. Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights.

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

STANDARD / CONCEPTUAL UNDERSTANDING
 9-12.F.8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

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

STRAND / DOMAIN / UNIFYING THEME **NY.10. Grade 10: Global History and Geography II**

CATEGORY / CLUSTER / KEY IDEA	10.9.	Contemporary Issues- TENSIONS BETWEEN TRADITIONAL CULTURES AND MODERNIZATION: GLOBALIZATION AND A CHANGING GLOBAL ENVIRONMENT (1990–PRESENT): Technological changes have resulted in a more interconnected world, affecting economic and political relations and in some cases leading to conflict and in others to efforts to cooperate. Globalization and population pressures have led to strains on the environment. (Standards: 2, 3, 4, 5; Themes: MOV, TCC, GEO, GOV, ECO, TECH, EXCH)
STANDARD / CONCEPTUAL UNDERSTANDING	10.9c.	Population pressures, industrialization, and urbanization have increased demands for limited natural resources and food resources, often straining the environment.

EXPECTATION / CONTENT SPECIFICATION
 10.9c.3. Students will examine strains on the environment, such as threats to wildlife and degradation of the physical environment (i.e., desertification, deforestation and pollution) due to population growth, industrialization, and urbanization.

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[9-12 Environmental Justice Video](#)

New York State Learning Standards and Core Curriculum

Social Studies

Grade: 11 - Adopted: 2014/Revised 2017

STRAND / DOMAIN / UNIFYING THEME NY.9-12P. Grade 9-12: Social Studies Practices

CATEGORY / CLUSTER / KEY IDEA	9-12.B.	Chronological Reasoning and Causation
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STANDARD / CONCEPTUAL UNDERSTANDING	9-12.B.1.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STANDARD / CONCEPTUAL UNDERSTANDING	9-12.B.8.	Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STRAND / DOMAIN / UNIFYING THEME NY.9-12P. Grade 9-12: Social Studies Practices

CATEGORY / CLUSTER / KEY IDEA	9-12.C.	Comparison and Contextualization
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STANDARD / CONCEPTUAL UNDERSTANDING	9-12.C.4.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts). <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STRAND / DOMAIN / UNIFYING THEME NY.9-12P. Grade 9-12: Social Studies Practices

CATEGORY / CLUSTER / KEY IDEA	9-12.D.	Geographic Reasoning
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STANDARD / CONCEPTUAL UNDERSTANDING	9-12.D.3.	Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STRAND / DOMAIN / UNIFYING THEME NY.9-12P. Grade 9-12: Social Studies Practices

CATEGORY / CLUSTER / KEY IDEA	9-12.F.	Civic Participation
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.F.2.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.F.6.	Identify situations in which social actions are required and determine an appropriate course of action. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.F.7.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.F.8.	Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.11. Grade 11: United States History and Government**

CATEGORY / CLUSTER / KEY IDEA	11.10.	SOCIAL AND ECONOMIC CHANGE/DOMESTIC ISSUES (1945 – present): Racial, gender, and socioeconomic inequalities were addressed by individuals, groups, and organizations. Varying political philosophies prompted debates over the role of the federal government in regulating the economy and providing a social safety net. (Standards: 1, 4, 5; Themes: ID, TCC, SOC, GOV, CIV, ECO)
STANDARD / CONCEPTUAL UNDERSTAND ING	11.10b.	Individuals, diverse groups, and organizations have sought to bring about change in American society through a variety of methods.

EXPECTATION / CONTENT SPECIFICATION	11.10b.2.	Students will thoroughly investigate at least one of the efforts above. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**New York State Learning Standards and Core Curriculum
Social Studies
Grade: 12 - Adopted: 2014/Revised 2017**

**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.B.	Chronological Reasoning and Causation
STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.B.1.	Articulate how events are related chronologically to one another in time and explain the ways in which earlier ideas and events may influence subsequent ideas and events. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video

STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.B.8.	Describe, analyze, evaluate, and construct models of historical periodization that historians use to categorize events. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.C.	Comparison and Contextualization
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.C.4.	Describe, compare, and evaluate multiple historical developments (within societies; across and between societies; in various chronological and geographical contexts). <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.D.	Geographic Reasoning
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.D.3.	Identify, analyze, and evaluate the relationship between the environment and human activities, how the physical environment is modified by human activities, and how human activities are also influenced by Earth's physical features and processes. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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**STRAND /
DOMAIN /
UNIFYING
THEME** **NY.9-12P. Grade 9-12: Social Studies Practices**

CATEGORY / CLUSTER / KEY IDEA	9-12.F.	Civic Participation
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.F.2.	Participate in activities that focus on a classroom, school, community, state, or national issue or problem. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.F.6.	Identify situations in which social actions are required and determine an appropriate course of action. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STANDARD / CONCEPTUAL UNDERSTANDI NG	9-12.F.7.	Work to influence those in positions of power to strive for extensions of freedom, social justice, and human rights. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
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STANDARD /
CONCEPTUAL
UNDERSTANDI
NG

9-12.F.8. Fulfill social and political responsibilities associated with citizenship in a democratic society and interdependent global community by developing awareness of and/or engaging in the political process.

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[9-12 Environmental Justice Video](#)