

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

Vermont Content Standards
Language Arts
Grade: **3** - Adopted: **2010 (CCSS)**

STANDARD / STRAND **VT.RL.3. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.3.5.	Refer to parts of stories, dramas, and poems when writing or speaking about a text, using terms such as chapter, scene, and stanza; describe how each successive part builds on earlier sections. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / STRAND **VT.RL.3. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.3.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 2-3 text complexity band independently and proficiently. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.3.1.	Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.2.	Determine the main idea of a text; recount the key details and explain how they support the main idea. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 3 topic or subject area. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RI.3. Reading Standards for Informational Text**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.3.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 2-3 text complexity band independently and proficiently. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RF.3. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.3.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION RF.3.4(a) Read on-level text with purpose and understanding.

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

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STANDARD / STRAND VT.W.3. **Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION W.3.2(a) Introduce a topic and group related information together; include illustrations when useful to aiding comprehension.

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GRADE LEVEL EXPECTATION W.3.2(b) Develop the topic with facts, definitions, and details.

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GRADE LEVEL EXPECTATION	W.3.2(c)	Use linking words and phrases (e.g., also, another, and, more, but) to connect ideas within categories of information. <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 LEVEL EXPECTATION	W.3.2(d)	Provide a concluding statement or section. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.3.	Write narratives to develop real or imagined experiences or events using effective technique, descriptive details, and clear event sequences.

GRADE LEVEL EXPECTATION	W.3.3(b)	Use dialogue and descriptions of actions, thoughts, and feelings to develop experiences and events or show the response of characters to situations. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.W.3. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.4.	With guidance and support from adults, produce writing in which the development and organization are appropriate to task and purpose. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <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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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <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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STANDARD / STRAND **VT.W.3. Writing Standards**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.3.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 3 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.3.1(a)	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.</p> <p><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 LEVEL EXPECTATION	SL.3.1(b)	<p>Follow agreed-upon rules for discussions (e.g., gaining the floor in respectful ways, listening to others with care, speaking one at a time about the topics and texts under discussion).</p> <p><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 LEVEL EXPECTATION	SL.3.1(c)	<p>Ask questions to check understanding of information presented, stay on topic, and link their comments to the remarks of others.</p> <p><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 LEVEL EXPECTATION	SL.3.1(d)	<p>Explain their own ideas and understanding in light of the discussion.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-8 Custodial Presentation & Pledge Assembly Announcement Poster Campaign Staff Presentation</p>

STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.2.	<p>Determine the main ideas and supporting details of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.3.	Ask and answer questions about information from a speaker, offering appropriate elaboration and detail. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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STANDARD / STRAND **VT.SL.3. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.3.4.	Report on a topic or text, tell a story, or recount an experience with appropriate facts and relevant, descriptive details, speaking clearly at an understandable pace. <u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.3.	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.3.3(a)	Choose words and phrases for effect. <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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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.4.	Determine or clarify the meaning of unknown and multiple-meaning word and phrases based on grade 3 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.3.4(a)	Use sentence-level context 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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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.3.5.	Demonstrate understanding of word relationships and nuances in word meanings.

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

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STANDARD / STRAND **VT.L.3. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.3.6. Acquire and use accurately grade-appropriate conversational, general academic, and domain-specific words and phrases, including those that signal spatial and temporal relationships (e.g., After dinner that night we went looking for them).

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**Vermont Content Standards
 Language Arts
 Grade: 4 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RL.4. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.4.3. Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

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STANDARD / STRAND **VT.RL.4. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.5.	<p>Explain major differences between poems, drama, and prose, and refer to the structural elements of poems (e.g., verse, rhythm, meter) and drama (e.g., casts of characters, settings, descriptions, dialogue, stage directions) when writing or speaking about a text.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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STANDARD / STRAND **VT.RL.4. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.4.10.	<p>By the end of the year, read and comprehend literature, including stories, dramas, and poetry, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.1.	<p>Refer to details and examples in a text when explaining what the text says explicitly and when drawing inferences from the text.</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 LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.2.	<p>Determine the main idea of a text and explain how it is supported by key details; summarize the text.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
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STANDARD / STRAND **VT.RI.4. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.4.	Determine the meaning of general academic and domain-specific words or phrases in a text relevant to a grade 4 topic or subject area. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / STRAND VT.RI.4. Reading Standards for Informational Text		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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. <u>Alliance to Save Energy</u> Family Presentation Staff Presentation
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.8.	Explain how an author uses reasons and evidence to support particular points in a text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / STRAND VT.RI.4. Reading Standards for Informational Text		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.4.10.	By the end of year, read and comprehend informational texts, including history/social studies, science, and technical texts, in the grades 4-5 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
STANDARD / STRAND VT.RF.4. Reading Standards: Foundational Skills		
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.4.4.	Read with sufficient accuracy and fluency to support comprehension.

GRADE LEVEL EXPECTATION	RF.4.4(a)	Read on-level text with purpose and understanding. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION	RF.4.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.

GRADE LEVEL EXPECTATION	W.4.2(a)	Introduce a topic clearly and group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension. <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 LEVEL EXPECTATION	W.4.2(b)	Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION	W.4.2(c)	Link ideas within categories of information using words and phrases (e.g., another, for example, also, because). <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION	W.4.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION	W.4.2(e)	Provide a concluding statement or section related to the information or explanation presented. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, and editing. <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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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.7.	Conduct short research projects that build knowledge through investigation of different aspects of a topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; take notes and categorize information, and provide a list of sources. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.

GRADE LEVEL EXPECTATION	W.4.9(a)	Apply grade 4 reading standards to literature (e.g., "Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text [e.g., a character's thoughts, words, or actions]."). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION	W.4.9(b)	Apply grade 4 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text"). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.W.4. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.4.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 4 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION SL.4.1(a) Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.

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GRADE LEVEL EXPECTATION SL.4.1(b) Follow agreed-upon rules for discussions and carry out assigned roles.

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GRADE LEVEL EXPECTATION SL.4.1(c) Pose and respond to specific questions to clarify or follow up on information, and make comments that contribute to the discussion and link to the remarks of others.

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GRADE LEVEL EXPECTATION SL.4.1(d) Review the key ideas expressed and explain their own ideas and understanding in light of the discussion.

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 Assembly Announcement
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STANDARD / STRAND VT.SL.4. Speaking and Listening Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL SL.4.2. Paraphrase portions of a text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.

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STANDARD / STRAND **VT.SL.4. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Presentation of Knowledge and Ideas	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.4.	<p>Report on a topic or text, tell a story, or recount an experience in an organized manner, using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.</p> <p><u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.4.6.	<p>Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion); use formal English when appropriate to task and situation.</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>

STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Conventions of Standard English	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.1.	<p>Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.</p>
GRADE LEVEL EXPECTATION	L.4.1(f)	<p>Produce complete sentences, recognizing and correcting inappropriate fragments and run-ons.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Carbon Footprint Journal Staff Presentation</p>

STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Knowledge of Language	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.3.	<p>Use knowledge of language and its conventions when writing, speaking, reading, or listening.</p>

GRADE LEVEL EXPECTATION	L.4.3(a)	Choose words and phrases to convey ideas precisely. Alliance to Save Energy 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION	L.4.3(c)	Differentiate between contexts that call for formal English (e.g., presenting ideas) and situations where informal discourse is appropriate (e.g., small-group discussion). 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
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STANDARD / STRAND **VT.L.4. Language Standards**

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

GRADE LEVEL EXPECTATION	L.4.4(a)	Use context (e.g., definitions, examples, or restatements in text) as a clue to the meaning of a word or phrase. Alliance to Save Energy 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.L.4. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.4.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal precise actions, emotions, or states of being (e.g., quizzed, whined, stammered) and that are basic to a particular topic (e.g., wildlife, conservation, and endangered when discussing animal preservation). 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
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STANDARD / STRAND **VT.RL.5. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.5.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poetry, at the high end of the grades 4-5 text complexity band independently and proficiently. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.2.	Determine two or more main ideas of a text and explain how they are supported by key details; summarize the text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.4.	Determine the meaning of general academic and domain-specific words and phrases in a text relevant to a grade 5 topic or subject area. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.8.	Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point(s). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RI.5. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.5.10.	By the end of the year, read and comprehend informational texts, including history/social studies, science, and technical texts, at the high end of the grades 4-5 text complexity band independently and proficiently. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RF.5. Reading Standards: Foundational Skills**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Fluency
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RF.5.4.	Read with sufficient accuracy and fluency to support comprehension.
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GRADE LEVEL EXPECTATION	RF.5.4(a)	Read on-level text with purpose and understanding. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION	RF.5.4(c)	Use context to confirm or self-correct word recognition and understanding, rereading as necessary. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.2.	Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
GRADE LEVEL EXPECTATION	W.5.2(a)	<p>Introduce a topic clearly, provide a general observation and focus, and group related information logically; include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension.</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 LEVEL EXPECTATION	W.5.2(b)	<p>Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.5.2(c)	<p>Link ideas within and across categories of information using words, phrases, and clauses (e.g., in contrast, especially).</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 LEVEL EXPECTATION	W.5.2(d)	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.5.2(e)	<p>Provide a concluding statement or section related to the information or explanation presented.</p> <p><u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
STANDARD / STRAND	VT.W.5.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.4.	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.5.	With guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <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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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.7.	Conduct short research projects that use several sources to build knowledge through investigation of different aspects of a topic. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.8.	Recall relevant information from experiences or gather relevant information from print and digital sources; summarize or paraphrase information in notes and finished work, and provide a list of sources. <u>Alliance to Save Energy</u> 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation
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STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.5.9(b)	Apply grade 5 reading standards to informational texts (e.g., "Explain how an author uses reasons and evidence to support particular points in a text, identifying which reasons and evidence support which point[s]").
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

STANDARD / STRAND **VT.W.5. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.5.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		<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>

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 5 topics and texts, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.5.1(a)	Come to discussions prepared, having read or studied required material; explicitly draw on that preparation and other information known about the topic to explore ideas under discussion.
		<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 LEVEL EXPECTATION	SL.5.1(b)	Follow agreed-upon rules for discussions and carry out assigned roles.
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GRADE LEVEL EXPECTATION	SL.5.1(c)	Pose and respond to specific questions by making comments that contribute to the discussion and elaborate on the remarks of others.
		<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>

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.2.	Summarize a written text read aloud or information presented in diverse media and formats, including visually, quantitatively, and orally.
		<p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

STANDARD / STRAND **VT.SL.5. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.4.	Report on a topic or text or present an opinion, sequencing ideas logically and using appropriate facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace.
		<p><u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.5.5.	Include multimedia components (e.g., graphics, sound) and visual displays in presentations when appropriate to enhance the development of main ideas or themes.
		<p><u>Alliance to Save Energy</u> 3-5 Final Presentation & Peer Performance</p>

STANDARD / STRAND **VT.L.5. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.5.1(d) Recognize and correct inappropriate shifts in verb tense.

- Alliance to Save Energy**
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STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.5.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 5 reading and content, choosing flexibly from a range of strategies.

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

- Alliance to Save Energy**
 3-8 Custodial Presentation & Pledge
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STANDARD / STRAND VT.L.5. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.5.6. Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases, including those that signal contrast, addition, and other logical relationships (e.g., however, although, nevertheless, similarly, moreover, in addition).

- Alliance to Save Energy**
 3-8 Custodial Presentation & Pledge
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**Vermont Content Standards
 Language Arts
 Grade: 6 - Adopted: 2010 (CCSS)**

STANDARD / STRAND VT.RL.6. Reading Standards for Literature

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.3.	Describe how a particular story's or drama's plot unfolds in a series of episodes as well as how the characters respond or change as the plot moves toward a resolution. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RL.6. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.6.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RI.6. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.1.	Cite textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.2.	Determine a central idea of a text and how it is conveyed through particular details; provide a summary of the text distinct from personal opinions or judgments. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.6.3.	Analyze in detail how a key individual, event, or idea is introduced, illustrated, and elaborated in a text (e.g., through examples or anecdotes). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RI.6. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.6.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings

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STANDARD / STRAND VT.RI.6. **Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.6.7. Integrate information presented in different media or formats (e.g., visually, quantitatively) as well as in words to develop a coherent understanding of a topic or issue.

Alliance to Save Energy
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 6-8 Explore Renewables Energy Poster Project
 6-8 My Future Green Career
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STANDARD / STRAND VT.W.6. **Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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GRADE LEVEL EXPECTATION W.6.2(a) Introduce a topic; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

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GRADE LEVEL EXPECTATION W.6.2(b) Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.

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GRADE LEVEL EXPECTATION	W.6.2(c)	Use appropriate transitions to clarify the relationships among ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE LEVEL EXPECTATION	W.6.2(d)	Use precise language and domain-specific vocabulary to inform about or explain the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
GRADE LEVEL EXPECTATION	W.6.2(f)	Provide a concluding statement or section that follows from the information or explanation presented. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

STANDARD / STRAND **VT.W.6. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach. <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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STANDARD / STRAND **VT.W.6. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.6.7. Conduct short research projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate.

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[6-8 Explore Renewables Energy Poster Project](#)
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STANDARD / STRAND VT.W.6. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.6.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION W.6.9(b) Apply grade 6 reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, distinguishing claims that are supported by reasons and evidence from claims that are not").

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[Staff Presentation](#)

STANDARD / STRAND VT.W.6. Writing Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL W.6.10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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[6-8 Explore Renewables Energy Poster Project](#)
[Assembly Announcement](#)
[Carbon Footprint Journal](#)
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STANDARD / STRAND VT.SL.6. Speaking and Listening Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 6 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.6.1(a)	<p>Come to discussions prepared, having read or studied required material; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.</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 LEVEL EXPECTATION	SL.6.1(b)	<p>Follow rules 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>
GRADE LEVEL EXPECTATION	SL.6.1(c)	<p>Pose and respond to specific questions with elaboration and detail by making comments that contribute to the topic, text, or issue 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>

STANDARD / STRAND **VT.SL.6. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.4.	<p>Present claims and findings, sequencing ideas logically and using pertinent descriptions, facts, and details to accentuate main ideas or themes; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.6.5.	<p>Include multimedia components (e.g., graphics, images, music, sound) and visual displays in presentations to clarify information.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance</p>

STANDARD / STRAND **VT.L.6. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION L.6.1(d) Recognize and correct vague pronouns (i.e., ones with unclear or ambiguous antecedents).

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GRADE LEVEL EXPECTATION L.6.1(e) Recognize variations from standard English in their own and others' writing and speaking, and identify and use strategies to improve expression in conventional language.

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STANDARD / STRAND VT.L.6. Language Standards

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

GRADE LEVEL EXPECTATION L.6.4(a) Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

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GRADE LEVEL EXPECTATION L.6.4(d) Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

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STANDARD / STRAND VT.L.6. Language Standards

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.6.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**Vermont Content Standards
Language Arts
Grade: 7 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RL.7. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.7.5.	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RL.7. Reading Standards for Literature**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.7.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6-8 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RI.7. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Key Ideas and Details	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.7.1.	<p>Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.7.3.	<p>Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

STANDARD / STRAND **VT.RI.7. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Craft and Structure	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.7.4.	<p>Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.</p> <p><u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

STANDARD / STRAND **VT.W.7. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Text Types and Purposes	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.7.2.	<p>Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.</p>

GRADE LEVEL EXPECTATION	W.7.2(a)	<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; 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> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.7.2(b)	<p>Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.7.2(c)	<p>Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.7.2(d)	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.7.2(f)	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
STANDARD / STRAND	VT.W.7. Writing Standards	
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Production and Distribution of Writing	

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.7.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.7.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <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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STANDARD / STRAND **VT.W.7. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.7.7.	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.7.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <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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STANDARD / STRAND **VT.W.7. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.7.9.	Draw evidence from literary or informational texts to support analysis, reflection, and research.
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GRADE LEVEL EXPECTATION	W.7.9(b)	Apply grade 7 reading standards to literary nonfiction (e.g. "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims"). <u>Alliance to Save Energy</u> Assembly Announcement Staff Presentation
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STANDARD / STRAND **VT.W.7. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.7.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.SL.7. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.7.1.	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
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GRADE LEVEL EXPECTATION	SL.7.1(a)	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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GRADE LEVEL EXPECTATION	SL.7.1(b)	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
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GRADE LEVEL EXPECTATION	SL.7.1(c)	<p>Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.</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 LEVEL EXPECTATION	SL.7.1(d)	<p>Acknowledge new information expressed by others and, when warranted, modify their own views.</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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STANDARD / STRAND **VT.SL.7. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.7.4.	<p>Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.7.5.	<p>Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance</p>
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STANDARD / STRAND **VT.L.7. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Knowledge of Language
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.7.3.	Use Knowledge of Language and its conventions when writing, speaking, reading, or listening.
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GRADE LEVEL EXPECTATION	L.7.3(a)	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.L.7. Language Standards**

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

GRADE LEVEL EXPECTATION	L.7.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION	L.7.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.L.7. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.7.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RL.8. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.8.10.	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6-8 text complexity band independently and proficiently. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RI.8. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.8.1.	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RI.8. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.8.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.W.8. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.8.2.	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
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GRADE LEVEL EXPECTATION	W.8.2(a)	<p>Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.</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 LEVEL EXPECTATION	W.8.2(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> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.8.2(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> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.8.2(d)	<p>Use precise language and domain-specific vocabulary to inform about or explain the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.8.2(f)	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
STANDARD / STRAND	VT.W.8. Writing Standards	

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Production and Distribution of Writing	
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.8.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.8.5.	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed. <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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STANDARD / STRAND **VT.W.8. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.8.7.	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. <u>Alliance to Save Energy</u> 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.8.8.	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. <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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STANDARD / STRAND **VT.W.8. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.8.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.SL.8. Speaking and Listening Standards**

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

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

STANDARD / STRAND **VT.SL.8. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.8.4.	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation</p>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.8.5.	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
		<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance</p>

STANDARD / STRAND **VT.L.8. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Conventions of Standard English
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.8.1.	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
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GRADE LEVEL EXPECTATION	L.8.1(d)	Recognize and correct inappropriate shifts in verb voice and mood.
		<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>

STANDARD / STRAND **VT.L.8. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.8.4.	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.8.4(a)	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION	L.8.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.L.8. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.8.6.	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression. <u>Alliance to Save Energy</u> 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
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**Vermont Content Standards
Language Arts
Grade: 9 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RL.9-10. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.9-10.10.	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range. <u>Alliance to Save Energy</u> Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RI.9-10.** **Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

STANDARD / STRAND **VT.RI.9-10.** **Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
		<p><u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation</p>

STANDARD / STRAND **VT.W.9-10.** **Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE LEVEL EXPECTATION	W.9- 10.2(a)	<p>Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.9- 10.2(b)	<p>Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><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 LEVEL EXPECTATION	W.9- 10.2(c)	<p>Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.</p> <p><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 LEVEL EXPECTATION	W.9- 10.2(d)	<p>Use precise language and domain-specific vocabulary to manage the complexity of the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
GRADE LEVEL EXPECTATION	W.9- 10.2(f)	<p>Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation</p>
STANDARD / STRAND	VT.W.9- 10.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing

GRADE LEVEL / EXPECTATION / KNOWLEDGE AND SKILL	W.9-10.4.	<p>Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.)</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>
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GRADE LEVEL / EXPECTATION / KNOWLEDGE AND SKILL	W.9-10.5.	<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> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>
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STANDARD / STRAND **VT.W.9-10. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL / EXPECTATION / KNOWLEDGE AND SKILL	W.9-10.7.	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
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GRADE LEVEL / EXPECTATION / KNOWLEDGE AND SKILL	W.9-10.8.	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><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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STANDARD / STRAND **VT.W.9-10. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.9-10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.SL.9-10. Speaking and Listening Standards**

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

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

STANDARD / STRAND **VT.SL.9-10. Speaking and Listening Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.9-10.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation</p>		

STANDARD / STRAND **VT.L.9-10. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

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

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

STANDARD / STRAND **VT.L.9-10. Language Standards**

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

**Vermont Content Standards
Language Arts
Grade: 10 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.RL.9-10. Reading Standards for Literature**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RL.9-10.10.	By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9-10 text complexity band independently and proficiently.
		<p><u>Alliance to Save Energy</u> Assembly Announcement Family Presentation Staff Presentation</p>

STANDARD / STRAND **VT.RI.9-10. Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.9-10.1.	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.9-10.2.	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.RI.9-10.** **Reading Standards for Informational Text**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RI.9-10.4.	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.W.9-10.** **Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.9-10.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE LEVEL EXPECTATION	W.9-10.2(a)	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION	W.9-10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. Alliance to Save Energy 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 LEVEL EXPECTATION	W.9-10.2(c)	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. Alliance to Save Energy 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 LEVEL EXPECTATION	W.9-10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic. Alliance to Save Energy 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION	W.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). Alliance to Save Energy 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.W.9-10. Writing Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) Alliance to Save Energy 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.9- 10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
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STANDARD / STRAND	VT.W.9- 10.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>		
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.9- 10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>		
STANDARD / STRAND	VT.W.9- 10.	Writing Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.9- 10.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
<p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>		
STANDARD / STRAND	VT.SL.9- 10.	Speaking and Listening Standards
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Presentation of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.9-10.4.	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.9-10.5.	Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance Family Presentation
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STANDARD / STRAND **VT.L.9-10.** **Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.9-10.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.9-10.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION	L.9-10.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.L.9-10.** **Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL L.9-10.6. Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

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**Vermont Content Standards
 Language Arts
 Grade: 11 - Adopted: 2010 (CCSS)**

STANDARD / STRAND VT.RL.11 Reading Standards for Literature -12.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RL.11-12.10. By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11-CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

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STANDARD / STRAND VT.RI.11- Reading Standards for Informational Text 12.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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STANDARD / STRAND VT.RI.11- Reading Standards for Informational Text 12.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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STANDARD / STRAND VT.RI.11- Reading Standards for Informational Text 12.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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STANDARD / STRAND VT.W.11- Writing Standards 12.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
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GRADE LEVEL EXPECTATION W.11-12.2(a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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GRADE LEVEL EXPECTATION W.11-12.2(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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GRADE LEVEL EXPECTATION	W.11-12.2(c)	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.W.11- Writing Standards 12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.W.11- Writing Standards 12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.7.	<p>Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.8.	<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 task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project</p>

STANDARD / STRAND **VT.W.11- Writing Standards 12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.10.	<p>Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation</p>

STANDARD / STRAND **VT.SL.11- Speaking and Listening Standards 12.**

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

GRADE LEVEL EXPECTATION	SL.11-12.1(a)	<p>Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.</p> <p><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 LEVEL EXPECTATION	SL.11-12.1(b)	<p>Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation</p>
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GRADE LEVEL EXPECTATION	SL.11-12.1(c)	<p>Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.</p> <p><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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STANDARD / STRAND **VT.SL.11 Speaking and Listening Standards -12.**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.

GRADE LEVEL EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.L.11-12. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <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
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STANDARD / STRAND **VT.RL.11 Reading Standards for Literature -12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Reading and Level of Text Complexity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.11-12.10. By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11-CCR text complexity band independently and proficiently.

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STANDARD / STRAND **VT.RI.11- Reading Standards for Informational Text 12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.11-12.1. Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.11-12.2. Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.

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STANDARD / STRAND **VT.RI.11- Reading Standards for Informational Text 12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Craft and Structure
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.11-12.4. Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

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STANDARD / STRAND **VT.RI.11- Reading Standards for Informational Text 12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RI.11-12.7. Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

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STANDARD / STRAND VT.W.11- Writing Standards 12.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.2.	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

GRADE LEVEL EXPECTATION W.11-12.2(a) Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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GRADE LEVEL EXPECTATION W.11-12.2(b) Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

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GRADE LEVEL EXPECTATION W.11-12.2(c) Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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GRADE LEVEL EXPECTATION	W.11-12.2(d)	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION	W.11-12.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.W.11- Writing Standards 12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1-3 above.) <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.W.11- Writing Standards 12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
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STANDARD / STRAND **VT.W.11- Writing Standards 12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	W.11-12.10.	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
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STANDARD / STRAND **VT.SL.11- Speaking and Listening Standards 12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Comprehension and Collaboration
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	SL.11-12.1.	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
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GRADE LEVEL EXPECTATION	SL.11-12.1(a)	Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. <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 LEVEL EXPECTATION	SL.11-12.1(b)	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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GRADE LEVEL EXPECTATION	SL.11-12.1(c)	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
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STANDARD / STRAND **VT.SL.11 Speaking and Listening Standards -12.**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.11-12.4.	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11-12 reading and content, choosing flexibly from a range of strategies.
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GRADE LEVEL EXPECTATION	L.11-12.4(a)	Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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GRADE LEVEL EXPECTATION	L.11-12.4(d)	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). <u>Alliance to Save Energy</u> 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
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STANDARD / STRAND **VT.L.11-12. Language Standards**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Vocabulary Acquisition and Use
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	L.11-12.6.	Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression. <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
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**Vermont Content Standards
Mathematics
Grade: 3 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.3.OA. Operations and Algebraic Thinking**

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Multiply and divide within 100.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.OA.7.	<p>Fluently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that $8 \times 5 = 40$, one knows $40 / 5 = 8$) or properties of operations. By the end of Grade 3, know from memory all products of two one-digit numbers.</p> <p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit</p>
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STANDARD / STRAND **VT.3.OA. Operations and Algebraic Thinking**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Solve problems involving the four operations, and identify and explain patterns in arithmetic.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.OA.8.	<p>Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit</p>
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STANDARD / STRAND **VT.3.NB Number and Operations in Base Ten**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Use place value understanding and properties of operations to perform multi-digit arithmetic.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.NBT.1.	Use place value understanding to round whole numbers to the nearest 10 or 100. <u>Alliance to Save Energy</u> 3-5 Energy Audit Video
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.NBT.2.	Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. <u>Alliance to Save Energy</u> Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
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STANDARD / STRAND **VT.3.NF. Number and Operations--Fractions**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Develop understanding of fractions as numbers.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.NF.1.	Understand a fraction $\frac{1}{b}$ as 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 $\frac{1}{b}$. <u>Alliance to Save Energy</u> 3-5 Shower Audit Calculations
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STANDARD / STRAND **VT.3.NF. Number and Operations--Fractions**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Develop understanding of fractions as numbers.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.NF.3.	Explain equivalence of fractions in special cases, and compare fractions by reasoning about their size.
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GRADE LEVEL EXPECTATION	3.NF.3(c)	Express whole numbers as fractions, and recognize fractions that are equivalent to whole numbers. Examples: Express 3 in the form $3 = \frac{3}{1}$; recognize that $\frac{6}{1} = 6$; locate $\frac{4}{4}$ and 1 at the same point of a number line diagram. <u>Alliance to Save Energy</u> 3-5 Shower Audit Calculations
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STANDARD / STRAND **VT.3.MD. Measurement and Data**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	3.MD.1.	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line diagram. <u>Alliance to Save Energy</u> 3-5 Energy Audit Video
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Vermont Content Standards
 Mathematics
 Grade: 4 - Adopted: 2010 (CCSS)

STANDARD / STRAND **VT.4.OA. Operations and Algebraic Thinking**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Use the four operations with whole numbers to solve problems.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	4.OA.2.	<p>Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.</p> <p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit</p>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	4.OA.3.	<p>Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.</p> <p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit</p>
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STANDARD / STRAND **VT.4.NB T. Number and Operations in Base Ten**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Generalize place value understanding for multi-digit whole numbers.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	4.NBT.2.	<p>Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place, using $>$, $=$, and $<$. symbols to record the results of comparisons.</p> <p><u>Alliance to Save Energy</u> 3-5 Shower Audit Calculations</p>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	4.NBT.3.	<p>Use place value understanding to round multi-digit whole numbers to any place.</p> <p><u>Alliance to Save Energy</u> 3-5 Energy Audit Video</p>
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STANDARD / STRAND **VT.4.NB T. Number and Operations in Base Ten**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Use place value understanding and properties of operations to perform multi-digit arithmetic.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	4.NBT.4.	Fluently add and subtract multi-digit whole numbers using the standard algorithm. <u>Alliance to Save Energy</u> Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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. <u>Alliance to Save Energy</u> 3-5 Energy Audit Video 3-5 Shower Audit Calculations
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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. <u>Alliance to Save Energy</u> 3-5 Energy Audit Video Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
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STANDARD / STRAND **VT.4.NF. Number and Operations--Fractions**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	4.NF.4.	Apply and extend previous understandings of multiplication to multiply a fraction by a whole number.

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

**Vermont Content Standards
 Mathematics
 Grade: 5 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.5.NB** **Number and Operations in Base Ten**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Perform operations with multi-digit whole numbers and with decimals to hundredths.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	5.NBT.5.	Fluently multiply multi-digit whole numbers using the standard algorithm.
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Alliance to Save Energy
[3-5 Energy Audit Video](#)

STANDARD / STRAND **VT.5.NF.** **Number and Operations--Fractions**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Use equivalent fractions as a strategy to add and subtract fractions.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	5.NF.2.	Solve word problems involving addition and subtraction of fractions referring to the same whole, including cases of unlike denominators, e.g., by using visual fraction models or equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. For example, recognize an incorrect result $\frac{2}{5} + \frac{1}{2} = \frac{3}{7}$, by observing that $\frac{3}{7} < \frac{1}{2}$.
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Alliance to Save Energy
[3-5 Shower Audit Calculations](#)

STANDARD / STRAND **VT.5.NF.** **Number and Operations--Fractions**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	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, e.g., by using visual fraction models or equations to represent the problem. For example, interpret $\frac{3}{4}$ as the result of dividing 3 by 4, noting that $\frac{3}{4}$ multiplied by 4 equals 3, and that when 3 wholes are shared equally among 4 people each person has a share of size $\frac{3}{4}$. If 9 people want to share a 50-pound sack of rice equally by weight, how many pounds of rice should each person get? Between what two whole numbers does your answer lie?
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Alliance to Save Energy
[3-5 Shower Audit Calculations](#)

STANDARD / STRAND **VT.5.NF.** **Number and Operations--Fractions**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	5.NF.4.	Apply and extend previous understandings of multiplication to multiply a fraction or whole number by a fraction.

GRADE LEVEL EXPECTATION 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 $a \times q / b$. For example, use a visual fraction model to show $(2/3) \times 4 = 8/3$, and create a story context for this equation. Do the same with $(2/3) \times (4/5) = 8/15$. (In general, $(a/b) \times (c/d) = ac/bd$.)

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

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

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

STANDARD / STRAND **VT.5.NF. Number and Operations--Fractions**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Apply and extend previous understandings of multiplication and division to multiply and divide fractions.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL 5.NF.6. Solve real world problems involving multiplication of fractions and mixed numbers, e.g., by using visual fraction models or equations to represent the problem.

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

**Vermont Content Standards
 Mathematics
 Grade: 7 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.7.NS. The Number System**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	7.NS.2.	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.

GRADE LEVEL EXPECTATION 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.

Alliance to Save Energy
[6-12 Shower Audit Calculations](#)

GRADE LEVEL EXPECTATION	7.NS.2(c)	Apply properties of operations as strategies to multiply and divide rational numbers. <u>Alliance to Save Energy</u> 6-12 Shower Audit Calculations
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STANDARD / STRAND **VT.7.NS. The Number System**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	7.NS.3.	Solve real-world and mathematical problems involving the four operations with rational numbers. <u>Alliance to Save Energy</u> 6-12 Shower Audit Calculations
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STANDARD / STRAND **VT.7.EE. Expressions and Equations**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Solve real-life and mathematical problems using numerical and algebraic expressions and equations.
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	7.EE.3.	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional 1/10 of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9 \frac{3}{4}$ inches long in the center of a door that is $27 \frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation. <u>Alliance to Save Energy</u> 6-12 Shower Audit Calculations
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**Vermont Content Standards
Mathematics
Grade: 9 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.S. Statistics and Probability**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	S-ID.	Interpreting Categorical and Quantitative Data
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Summarize, represent, and interpret data on two categorical and quantitative variables
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GRADE LEVEL EXPECTATION	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. <u>Alliance to Save Energy</u> 9-12 Energy Audit Video
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STANDARD / STRAND **VT.S. Statistics and Probability**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	S-CP.	Conditional Probability and the Rules of Probability
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Understand independence and conditional probability and use them to interpret data

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

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

**Vermont Content Standards
 Mathematics
 Grade: 10 - Adopted: 2010 (CCSS)**

STANDARD / STRAND **VT.S. Statistics and Probability**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	S-ID.	Interpreting Categorical and Quantitative Data
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Summarize, represent, and interpret data on two categorical and quantitative variables

GRADE LEVEL EXPECTATION 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.

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

STANDARD / STRAND **VT.S. Statistics and Probability**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	S-CP.	Conditional Probability and the Rules of Probability
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Understand independence and conditional probability and use them to interpret data

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

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

Mathematics
Grade: 11 - Adopted: 2010 (CCSS)

STANDARD / STRAND **VT.S.** **Statistics and Probability**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	S-ID.	Interpreting Categorical and Quantitative Data
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Summarize, represent, and interpret data on two categorical and quantitative variables

GRADE LEVEL EXPECTATION 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.

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

STANDARD / STRAND **VT.S.** **Statistics and Probability**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	S-CP.	Conditional Probability and the Rules of Probability
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Understand independence and conditional probability and use them to interpret data

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

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

Vermont Content Standards
Mathematics
Grade: 12 - Adopted: 2010 (CCSS)

STANDARD / STRAND **VT.S.** **Statistics and Probability**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	S-ID.	Interpreting Categorical and Quantitative Data
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Summarize, represent, and interpret data on two categorical and quantitative variables

GRADE LEVEL EXPECTATION 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.

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

STANDARD / STRAND **VT.S.** **Statistics and Probability**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	S-CP.	Conditional Probability and the Rules of Probability
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Understand independence and conditional probability and use them to interpret data

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

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

**Vermont Content Standards
 Science
 Grade: K - Adopted: 2014**

STANDARD / STRAND **VT.K-PS. PHYSICAL SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K-PS3.	Energy
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION K-PS3-1. Make observations to determine the effect of sunlight on Earth's surface.

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

GRADE LEVEL EXPECTATION 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? \(School\)](#)

STANDARD / STRAND **VT.K-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	K-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION K-ESS3-3. Communicate solutions that will reduce the impact of humans on the land, water, air, and/or other living things in the local environment.

Alliance to Save Energy

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

Vermont Content Standards

Science

Grade: 1 - Adopted: 2014

STANDARD / STRAND VT.1-PS. PHYSICAL SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	1-PS4.	Waves and their Applications in Technologies for Information Transfer
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 1-PS4-3. Plan and conduct an investigation to determine the effect of placing objects made with different materials in the path of a beam of light.

Alliance to Save Energy

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

Vermont Content Standards

Science

Grade: 2 - Adopted: 2014

STANDARD / STRAND VT.2-ESS. EARTH AND SPACE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	2-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 2-ESS2-3. Obtain information to identify where water is found on Earth and that it can be solid or liquid.

Alliance to Save Energy

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

Vermont Content Standards

Science

Grade: 3 - Adopted: 2014

STANDARD / STRAND **VT.3-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	3-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 3-ESS2-2. Obtain and combine information to describe climates in different regions of the world.

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

Vermont Content Standards

Science

Grade: 4 - Adopted: 2014

STANDARD / STRAND **VT.4-PS.** **PHYSICAL SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	4-PS3.	Energy
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 4-PS3-2. Make observations to provide evidence that energy can be transferred from place to place by sound, light, heat, and electric currents.

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

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

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

STANDARD / STRAND **VT.4-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	4-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	4-ESS3-1.	Obtain and combine information to describe that energy and fuels are derived from natural resources and their uses affect the environment.
		<p><u>Alliance to Save Energy</u></p> <p>3-5 Climate Video</p> <p>3-5 Energy Basics Video</p> <p>3-5 Explore Renewables Energy Poster Project</p> <p>3-5 Explore Renewables Video</p> <p>3-5 Understanding Energy Demand Video</p> <p>3-8 Custodial Presentation & Pledge</p> <p>Assembly Announcement</p> <p>Carbon Footprint Calculator</p> <p>Family Presentation</p> <p>Staff Presentation</p>

**Vermont Content Standards
Science**

Grade: 5 - Adopted: 2014

STANDARD / STRAND **VT.5-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	5-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 5-ESS2-1. Develop a model using an example to describe ways the geosphere, biosphere, hydrosphere, and/or atmosphere interact.

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

STANDARD / STRAND **VT.5-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	5-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	5-ESS3-1.	Obtain and combine information about ways individual communities use science ideas to protect the Earth's resources and environment.
		<p><u>Alliance to Save Energy</u></p> <p>3-5 Carbon Rank Competition</p> <p>3-5 Climate Video</p> <p>3-5 Energy Audit Video</p> <p>3-5 Energy Basics Video</p> <p>3-5 Environmental Justice Video</p> <p>3-5 Explore Renewables Video</p> <p>3-5 Final Presentation & Peer Performance</p> <p>3-5 Green Your Career Video</p> <p>3-5 My Future Green Career</p> <p>3-5 Understanding Energy Demand Video</p> <p>3-8 Custodial Presentation & Pledge</p> <p>3-8 Water Audit</p> <p>Amelia Airflow 3-5</p> <p>Appliance Audit</p> <p>Assembly Announcement</p> <p>Carbon Footprint Calculator</p> <p>Carbon Footprint Journal</p> <p>Energy Patrol Contest</p> <p>Family Presentation</p> <p>Green Career Guest Speaker</p> <p>HVAC Audit</p> <p>Home Energy Audit</p> <p>Home Energy Demand Pledge</p> <p>Lighting Audit</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>

**Vermont Content Standards
Science
Grade: 6 - Adopted: 2014**

STANDARD / STRAND VT.MS-PS. PHYSICAL SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	MS-PS2.	Motion and Stability: Forces and Interactions
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	MS-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
		<p><u>Alliance to Save Energy</u></p> <p>6-8 Energy Audit Video</p> <p>6-8 Energy Basics Video</p>

STANDARD / STRAND VT.MS-LS. LIFE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	Students who demonstrate understanding can:
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GRADE LEVEL EXPECTATION MS-LS2-4. Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.

Alliance to Save Energy
6-8 Climate Video

GRADE LEVEL EXPECTATION MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

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

STANDARD / STRAND VT.MS-ESS. **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	MS-ESS3.	Earth and Human Activity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	Students who demonstrate understanding can:
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GRADE LEVEL EXPECTATION MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

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

GRADE LEVEL EXPECTATION	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
		<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>
GRADE LEVEL EXPECTATION	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.
		<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>
GRADE LEVEL EXPECTATION	MS- ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
		<p><u>Alliance to Save Energy</u> 6-8 Climate Video 6-8 Energy Basics Video Carbon Footprint Calculator</p>

Grade: 6 - Adopted: 2010

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

- Alliance to Save Energy**
 6-8 Explore Renewables Energy Poster Project
 Amelia Airflow 6-8
 Carbon Footprint Calculator
 Lighting Audit
 Mr. BTU 6-8
 My Future Green Career Presentation
 Net Zero School Design
 Poster Campaign
 Water Awareness Posters

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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

STANDARD / STRAND VT.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

GRADE LEVEL EXPECTATION WHST.6-8.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- Alliance to Save Energy**
 3-8 Custodial Presentation & Pledge
 6-12 Final Presentation & Peer Performance
 6-8 My Future Green Career
 Amelia Airflow 6-8
 Assembly Announcement
 Family Presentation
 My Future Green Career Presentation
 Net Zero School Design
 Staff Presentation

GRADE LEVEL EXPECTATION WHST.6-8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- Alliance to Save Energy**
 6-8 My Future Green Career
 Amelia Airflow 6-8

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

STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		<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>Amelia Airflow 6-8</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>

**Vermont Content Standards
Science**

Grade: 7 - Adopted: 2014

STANDARD / STRAND VT.MS-PS. PHYSICAL SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	MS-PS2.	Motion and Stability: Forces and Interactions
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	MS-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
		<p><u>Alliance to Save Energy</u></p> <p>6-8 Energy Audit Video</p> <p>6-8 Energy Basics Video</p>

STANDARD / STRAND VT.MS-LS. LIFE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
		<p><u>Alliance to Save Energy</u></p> <p>6-8 Climate Video</p>

GRADE LEVEL EXPECTATION MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

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

STANDARD / STRAND VT.MS-ESS. EARTH AND SPACE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

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

GRADE LEVEL EXPECTATION	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
<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>		

GRADE LEVEL EXPECTATION	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.
<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>		

GRADE LEVEL EXPECTATION	MS- ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
<p><u>Alliance to Save Energy</u> 6-8 Climate Video 6-8 Energy Basics Video Carbon Footprint Calculator</p>		

Grade: 7 - Adopted: 2010

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

- Alliance to Save Energy**
 6-8 Explore Renewables Energy Poster Project
 Amelia Airflow 6-8
 Carbon Footprint Calculator
 Lighting Audit
 Mr. BTU 6-8
 My Future Green Career Presentation
 Net Zero School Design
 Poster Campaign
 Water Awareness Posters

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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

STANDARD / STRAND VT.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

GRADE LEVEL EXPECTATION WHST.6-8.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- Alliance to Save Energy**
 3-8 Custodial Presentation & Pledge
 6-12 Final Presentation & Peer Performance
 6-8 My Future Green Career
 Amelia Airflow 6-8
 Assembly Announcement
 Family Presentation
 My Future Green Career Presentation
 Net Zero School Design
 Staff Presentation

GRADE LEVEL EXPECTATION WHST.6-8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- Alliance to Save Energy**
 6-8 My Future Green Career
 Amelia Airflow 6-8

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

STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		<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>Amelia Airflow 6-8</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>

**Vermont Content Standards
Science**

Grade: 8 - Adopted: 2014

STANDARD / STRAND VT.MS-PS. PHYSICAL SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	MS-PS2.	Motion and Stability: Forces and Interactions
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	MS-PS2-3.	Ask questions about data to determine the factors that affect the strength of electric and magnetic forces.
		<p><u>Alliance to Save Energy</u></p> <p>6-8 Energy Audit Video</p> <p>6-8 Energy Basics Video</p>

STANDARD / STRAND VT.MS-LS. LIFE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	MS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	MS-LS2-4.	Construct an argument supported by empirical evidence that changes to physical or biological components of an ecosystem affect populations.
		<p><u>Alliance to Save Energy</u></p> <p>6-8 Climate Video</p>

GRADE LEVEL EXPECTATION MS-LS2-5. Evaluate competing design solutions for maintaining biodiversity and ecosystem services.

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

STANDARD / STRAND VT.MS-ESS. EARTH AND SPACE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	MS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION MS-ESS3-1. Construct a scientific explanation based on evidence for how the uneven distributions of Earth's mineral, energy, and groundwater resources are the result of past and current geoscience processes.

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

GRADE LEVEL EXPECTATION	MS- ESS3-3.	Apply scientific principles to design a method for monitoring and minimizing a human impact on the environment.
<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>		

GRADE LEVEL EXPECTATION	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.
<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>		

GRADE LEVEL EXPECTATION	MS- ESS3-5.	Ask questions to clarify evidence of the factors that have caused the rise in global temperatures over the past century.
<p><u>Alliance to Save Energy</u> 6-8 Climate Video 6-8 Energy Basics Video Carbon Footprint Calculator</p>		

Grade: 8 - Adopted: 2010

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RST.6-8.7. Integrate quantitative or technical information expressed in words in a text with a version of that information expressed visually (e.g., in a flowchart, diagram, model, graph, or table).

- Alliance to Save Energy**
 6-8 Explore Renewables Energy Poster Project
 Amelia Airflow 6-8
 Carbon Footprint Calculator
 Lighting Audit
 Mr. BTU 6-8
 My Future Green Career Presentation
 Net Zero School Design
 Poster Campaign
 Water Awareness Posters

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RST.6-8.8. Distinguish among facts, reasoned judgment based on research findings, and speculation in a text.

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

STANDARD / STRAND VT.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.6-8.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

GRADE LEVEL EXPECTATION WHST.6-8.2(a) Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories as appropriate to achieving purpose; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.

- Alliance to Save Energy**
 3-8 Custodial Presentation & Pledge
 6-12 Final Presentation & Peer Performance
 6-8 My Future Green Career
 Amelia Airflow 6-8
 Assembly Announcement
 Family Presentation
 My Future Green Career Presentation
 Net Zero School Design
 Staff Presentation

GRADE LEVEL EXPECTATION WHST.6-8.2(b) Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.

- Alliance to Save Energy**
 6-8 My Future Green Career
 Amelia Airflow 6-8

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

STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .6-8.**

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

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.6-8.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.
		<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>Amelia Airflow 6-8</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>

**Vermont Content Standards
Science**

Grade: 9 - Adopted: 2014

STANDARD / STRAND VT.HS-PS. PHYSICAL SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-PS3.	Energy
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 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](#)

GRADE LEVEL EXPECTATION 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](#)

GRADE LEVEL EXPECTATION HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Alliance to Save Energy**
- [Mr. BTU 9-12](#)
 - [Professor Frio](#)

STANDARD / STRAND VT.HS-LS. LIFE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

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

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-LS4.	Biological Evolution: Unity and Diversity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Green Your Career Video 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation
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STANDARD / STRAND **VT.HS-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS1.	Earth's Place in the Universe
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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

STANDARD / STRAND **VT.HS-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.

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

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

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

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

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

STANDARD / STRAND **VT.HS-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL	HS-	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.
EXPECTATION	ESS3-1.	

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

GRADE LEVEL	HS-	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources
EXPECTATION	ESS3-2.	based on cost-benefit ratios.

Alliance to Save Energy

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

GRADE LEVEL	HS-	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
EXPECTATION	ESS3-3.	

Alliance to Save Energy

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

GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>
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GRADE LEVEL EXPECTATION	HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
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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 Basics Video
- 9-12 Environmental Justice Video
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- Family Presentation
- Green Future Design
- Home Energy Demand Pledge
- My Future Green Career Presentation
- Shutdown Reminders
- Staff Presentation

STANDARD / STRAND	VT.HS-ETS.	ENGINEERING DESIGN
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ETS1.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL	HS-	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions
EXPECTATION	ETS1-1.	that account for societal needs and wants.

Alliance to Save Energy

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

GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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: 9 - Adopted: 2010

STANDARD / STRAND **VT.RST.9 Reading Standards for Literacy in Science and Technical Subjects -10.**

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

<p>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</p>		<p>Text Types and Purposes</p>
<p>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</p>	<p>WHST.9-10.1.</p>	<p>Write arguments focused on discipline-specific content.</p>

<p>GRADE LEVEL EXPECTATION</p>	<p>WHST.9-10.1(d)</p>	<p>Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.</p> <p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
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STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

<p>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</p>		<p>Text Types and Purposes</p>
<p>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</p>	<p>WHST.9-10.2.</p>	<p>Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.</p>

GRADE LEVEL EXPECTATION	WHST.9- 10.2(a)	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
		<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>
GRADE LEVEL EXPECTATION	WHST.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
		<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>
GRADE LEVEL EXPECTATION	WHST.9- 10.2(c)	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
		<p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
GRADE LEVEL EXPECTATION	WHST.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
		<p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
GRADE LEVEL EXPECTATION	WHST.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		<p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>

GRADE LEVEL EXPECTATION	WHST.9-10.2(f)	Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic). Alliance to Save Energy 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.9-10.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. 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
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.9-10.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Alliance to Save Energy 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.9-10.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.
<p style="text-align: center;"><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 / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.9-10.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
<p style="text-align: center;"><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>		

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.9-10.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
<p style="text-align: center;"><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>		

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.9-10.9.	Draw evidence from informational texts to support analysis, reflection, and research.
<p style="text-align: center;"><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 / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

- Alliance to Save Energy**
[6-12 Final Presentation & Peer Performance](#)
[9-12 Custodial Presentation & Pledge](#)
[9-12 Explore Renewables Energy Poster Project](#)
[9-12 My Future Green Career](#)
 Amelia Airflow 9-12
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 Capstone Project
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 Green Future Design
 My Future Green Career Presentation
 Staff Presentation

**Vermont Content Standards
 Science
 Grade: 10 - Adopted: 2014**

STANDARD / STRAND **VT.HS-PS.** **PHYSICAL SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-PS3.	Energy
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 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](#)

GRADE LEVEL EXPECTATION 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](#)

GRADE LEVEL EXPECTATION HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Alliance to Save Energy**
[Mr. BTU 9-12](#)
[Professor Frio](#)

STANDARD / STRAND **VT.HS-LS.** **LIFE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:
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GRADE LEVEL EXPECTATION 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

GRADE LEVEL EXPECTATION HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment 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 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

STANDARD / STRAND VT.HS-LS. LIFE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-LS4.	Biological Evolution: Unity and Diversity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:
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GRADE LEVEL EXPECTATION HS-LS4-6. Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on 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 Basics Video](#)
[9-12 Environmental Justice Video](#)
[9-12 Green Your Career Video](#)
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 Staff Presentation

STANDARD / STRAND VT.HS-ESS. EARTH AND SPACE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS1.	Earth's Place in the Universe
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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

STANDARD / STRAND VT.HS-ESS. EARTH AND SPACE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.

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

GRADE LEVEL EXPECTATION	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
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GRADE LEVEL EXPECTATION	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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STANDARD / STRAND **VT.HS-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS3.	Earth and Human Activity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL	HS-	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.
EXPECTATION	ESS3-1.	

Alliance to Save Energy

6-12 Final Presentation & Peer Performance
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GRADE LEVEL	HS-	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources
EXPECTATION	ESS3-2.	based on cost-benefit ratios.

Alliance to Save Energy

6-12 Final Presentation & Peer Performance
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GRADE LEVEL	HS-	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
EXPECTATION	ESS3-3.	

Alliance to Save Energy

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Water Saving Awareness

GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>
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GRADE LEVEL EXPECTATION	HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
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Alliance to Save Energy

- 6-12 Final Presentation & Peer Performance
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STANDARD / STRAND	VT.HS-ETS.	ENGINEERING DESIGN
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ETS1.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL	HS-	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions
EXPECTATION	ETS1-1.	that account for societal needs and wants.

Alliance to Save Energy

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Water Awareness Posters
Water Saving Awareness

GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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: 2010

STANDARD / STRAND **VT.RST.9 Reading Standards for Literacy in Science and Technical Subjects -10.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Integration of Knowledge and Ideas
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RST.9-10.7.	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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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RST.9-10.8.	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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STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.9-10.1.	Write arguments focused on discipline-specific content.

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

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

STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.9-10.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

GRADE LEVEL EXPECTATION	WHST.9- 10.2(a)	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
		<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>
GRADE LEVEL EXPECTATION	WHST.9- 10.2(b)	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
		<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>
GRADE LEVEL EXPECTATION	WHST.9- 10.2(c)	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
		<p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
GRADE LEVEL EXPECTATION	WHST.9- 10.2(d)	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
		<p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>
GRADE LEVEL EXPECTATION	WHST.9- 10.2(e)	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
		<p><u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project</p>

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL WHST.9-10.2(f) Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

STANDARD / STRAND VT.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL WHST.9-10.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

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 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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL WHST.9-10.5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

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 Amelia Airflow 9-12
 Capstone Project

<p>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</p>	<p>WHST.9-10.6.</p>	<p>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.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation</p>
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STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

<p>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</p>	<p>Research to Build and Present Knowledge</p>
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<p>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</p>	<p>WHST.9-10.7.</p>	<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>
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<p>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</p>	<p>WHST.9-10.8.</p>	<p>Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
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<p>GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL</p>	<p>WHST.9-10.9.</p>	<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>
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STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .9-10.**

<p>ESSENTIAL KNOWLEDGE AND SKILL / STANDARD</p>	<p>Range of Writing</p>
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL WHST.9-10.10. Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

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

**Vermont Content Standards
 Science
 Grade: 11 - Adopted: 2014**

STANDARD / STRAND **VT.HS-PS.** **PHYSICAL SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-PS3.	Energy
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 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](#)

GRADE LEVEL EXPECTATION 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](#)

GRADE LEVEL EXPECTATION HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

- Alliance to Save Energy**
[Mr. BTU 9-12](#)
[Professor Frio](#)

STANDARD / STRAND **VT.HS-LS.** **LIFE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:
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GRADE LEVEL EXPECTATION HS-LS2-2 Use mathematical representations to support and revise explanations based on evidence about factors affecting biodiversity and populations in ecosystems of different scales.

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- 9-12 Climate Video
- 9-12 Environmental Justice Video
- 9-12 Green Your Career Video

GRADE LEVEL EXPECTATION HS-LS2-7 Design, evaluate, and refine a solution for reducing the impacts of human activities on the environment and biodiversity.

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- 6-12 Final Presentation & Peer Performance
- 9-12 Carbon Rank Competition
- 9-12 Climate Video
- 9-12 Custodial Presentation & Pledge
- 9-12 Energy 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

STANDARD / STRAND VT.HS-LS. LIFE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-LS4.	Biological Evolution: Unity and Diversity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:
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GRADE LEVEL EXPECTATION	HS-LS4-6.	<p>Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on biodiversity.</p> <p><u>Alliance to Save Energy</u></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 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Journal</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>Home Energy Demand Pledge</p> <p>My Future Green Career Presentation</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>
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STANDARD / STRAND **VT.HS-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS1.	Earth's Place in the Universe
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	HS-ESS1-6.	<p>Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.</p> <p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p>
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STANDARD / STRAND **VT.HS-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS2.	Earth's Systems
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	HS-ESS2-2.	<p>Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.</p> <p><u>Alliance to Save Energy</u></p> <p>9-12 Climate Video</p>
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GRADE LEVEL EXPECTATION	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.
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Alliance to Save Energy

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

GRADE LEVEL EXPECTATION	HS-ESS2-5.	Plan and conduct an investigation of the properties of water and its effects on Earth materials and surface processes.
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Alliance to Save Energy

- [9-12 Climate Video](#)

STANDARD / STRAND	VT.HS-ESS.	EARTH AND SPACE SCIENCE
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS3.	Earth and Human Activity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:
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GRADE LEVEL	HS-	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.
EXPECTATION	ESS3-1.	

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Lighting Audit
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Water Saving Awareness

GRADE LEVEL	HS-	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources
EXPECTATION	ESS3-2.	based on cost-benefit ratios.

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GRADE LEVEL	HS-	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
EXPECTATION	ESS3-3.	

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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>
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GRADE LEVEL EXPECTATION	HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
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- Alliance to Save Energy**
- 6-12 Final Presentation & Peer Performance
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STANDARD / STRAND	VT.HS-ETS.	ENGINEERING DESIGN
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ETS1.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL	HS-	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions
EXPECTATION	ETS1-1.	that account for societal needs and wants.

Alliance to Save Energy

6-12 Final Presentation & Peer Performance
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9-12 Energy Audit Video
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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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: 11 - Adopted: 2010

STANDARD / STRAND **VT.RST.1 Reading Standards for Literacy in Science and Technical Subjects 1-12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RST.11-12.1.	<p>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
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STANDARD / STRAND **VT.RST.1 Reading Standards for Literacy in Science and Technical Subjects 1-12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RST.11-12.7.	<p data-bbox="400 230 1489 293">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 data-bbox="400 322 663 349"><u>Alliance to Save Energy</u></p> <ul data-bbox="400 353 877 683" style="list-style-type: none"> <li data-bbox="400 353 831 380">6-12 Final Presentation & Peer Performance <li data-bbox="400 385 772 412">9-12 Custodial Presentation & Pledge <li data-bbox="400 416 876 443">9-12 Explore Renewables Energy Poster Project <li data-bbox="400 448 692 474">9-12 My Future Green Career <li data-bbox="400 479 592 506">Amelia Airflow 9-12 <li data-bbox="400 510 655 537">Assembly Announcement <li data-bbox="400 542 576 568">Capstone Project <li data-bbox="400 573 596 600">Family Presentation <li data-bbox="400 604 608 631">Green Future Design <li data-bbox="400 636 767 663">My Future Green Career Presentation <li data-bbox="400 667 576 694">Staff Presentation

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RST.11-12.8.	<p data-bbox="400 745 1489 808">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 data-bbox="400 837 663 864"><u>Alliance to Save Energy</u></p> <ul data-bbox="400 869 877 1310" style="list-style-type: none"> <li data-bbox="400 869 639 896">9-12 Energy Audit Video <li data-bbox="400 900 876 927">9-12 Explore Renewables Energy Poster Project <li data-bbox="400 931 692 958">9-12 My Future Green Career <li data-bbox="400 963 568 990">9-12 Water Audit <li data-bbox="400 994 592 1021">Amelia Airflow 9-12 <li data-bbox="400 1025 560 1052">Appliance Audit <li data-bbox="400 1057 576 1084">Capstone Project <li data-bbox="400 1088 671 1115">Carbon Footprint Calculator <li data-bbox="400 1120 639 1146">Carbon Footprint Journal <li data-bbox="400 1151 608 1178">Energy Patrol Contest <li data-bbox="400 1182 608 1209">Green Future Design <li data-bbox="400 1214 520 1240">HVAC Audit <li data-bbox="400 1245 592 1272">Home Energy Audit <li data-bbox="400 1276 536 1303">Lighting Audit <li data-bbox="400 1308 528 1335">School Audit
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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STANDARD / STRAND VT.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.1 1-12.1.	Write arguments focused on discipline-specific content.

GRADE LEVEL EXPECTATION WHST.11-12.1(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

STANDARD / STRAND VT.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.1 1-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

GRADE LEVEL EXPECTATION	WHST.11 -12.2(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>
GRADE LEVEL EXPECTATION	WHST.11 -12.2(b)	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 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>
GRADE LEVEL EXPECTATION	WHST.11 -12.2(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>
GRADE LEVEL EXPECTATION	WHST.11 -12.2(d)	<p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; 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>
GRADE LEVEL EXPECTATION	WHST.11 -12.2(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>
STANDARD / STRAND	<p>VT.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.</p>	
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	<p>Production and Distribution of Writing</p>	

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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Vermont Content Standards
Science
Grade: **12** - Adopted: **2014**

STANDARD / STRAND **VT.HS-PS. PHYSICAL SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-PS3.	Energy
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 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](#)

GRADE LEVEL EXPECTATION 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](#)

GRADE LEVEL EXPECTATION HS-PS3-4. Plan and conduct an investigation to provide evidence that the transfer of thermal energy when two components of different temperature are combined within a closed system results in a more uniform energy distribution among the components in the system (second law of thermodynamics).

Alliance to Save Energy

[Mr. BTU 9-12](#)

[Professor Frio](#)

STANDARD / STRAND VT.HS-LS. LIFE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-LS2.	Ecosystems: Interactions, Energy, and Dynamics
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION 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](#)

GRADE LEVEL EXPECTATION	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></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 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>

STANDARD / STRAND **VT.HS-LS.** **LIFE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-LS4.	Biological Evolution: Unity and Diversity
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL EXPECTATION	HS-LS4-6.	Create or revise a simulation to test a solution to mitigate adverse impacts of human activity on 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 Basics Video</p> <p>9-12 Environmental Justice Video</p> <p>9-12 Green Your Career Video</p> <p>9-12 My Future Green Career</p> <p>Assembly Announcement</p> <p>Capstone Project</p> <p>Carbon Footprint Journal</p> <p>Family Presentation</p> <p>Green Future Design</p> <p>Home Energy Demand Pledge</p> <p>My Future Green Career Presentation</p> <p>Shutdown Reminders</p> <p>Staff Presentation</p>

STANDARD / STRAND **VT.HS-ESS.** **EARTH AND SPACE SCIENCE**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS1.	Earth's Place in the Universe
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:
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GRADE LEVEL EXPECTATION HS-ESS1-6. Apply scientific reasoning and evidence from ancient Earth materials, meteorites, and other planetary surfaces to construct an account of Earth's formation and early history.

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

STANDARD / STRAND VT.HS-ESS. EARTH AND SPACE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS2.	Earth's Systems
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:
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GRADE LEVEL EXPECTATION HS-ESS2-2. Analyze geoscience data to make the claim that one change to Earth's surface can create feedbacks that cause changes to other Earth's systems.

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

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

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

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

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

STANDARD / STRAND VT.HS-ESS. EARTH AND SPACE SCIENCE

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ESS3.	Earth and Human Activity
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:
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GRADE LEVEL	HS-	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.
EXPECTATION	ESS3-1.	

Alliance to Save Energy

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Home Energy Demand Pledge
Lighting Audit
Mr. BAS
Mr. BTU 9-12
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Poster Campaign
School Audit
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Staff Presentation
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Water Saving Awareness

GRADE LEVEL	HS-	Evaluate competing design solutions for developing, managing, and utilizing energy and mineral resources
EXPECTATION	ESS3-2.	based on cost-benefit ratios.

Alliance to Save Energy

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GRADE LEVEL	HS-	Create a computational simulation to illustrate the relationships among management of natural resources, the sustainability of human populations, and biodiversity.
EXPECTATION	ESS3-3.	

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Water Saving Awareness

GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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></p> <p>9-12 Climate Video</p> <p>9-12 Energy Basics Video</p> <p>Carbon Footprint Calculator</p>
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GRADE LEVEL EXPECTATION	HS-ESS3-6.	Use a computational representation to illustrate the relationships among Earth systems and how those relationships are being modified due to human activity.
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 - 9-12 Custodial Presentation & Pledge
 - 9-12 Energy Basics Video
 - 9-12 Environmental Justice Video
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 - Capstone Project
 - Carbon Footprint Journal
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 - Green Future Design
 - Home Energy Demand Pledge
 - My Future Green Career Presentation
 - Shutdown Reminders
 - Staff Presentation

STANDARD / STRAND	VT.HS-ETS.	ENGINEERING DESIGN
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ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HS-ETS1.	Engineering Design
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Students who demonstrate understanding can:

GRADE LEVEL	HS-	Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions
EXPECTATION	ETS1-1.	that account for societal needs and wants.

Alliance to Save Energy

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GRADE LEVEL EXPECTATION	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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GRADE LEVEL EXPECTATION	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: 12 - Adopted: 2010

STANDARD / STRAND **VT.RST.1 Reading Standards for Literacy in Science and Technical Subjects 1-12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Key Ideas and Details
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RST.11-12.1.	<p>Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.</p> <p><u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design</p>
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STANDARD / STRAND **VT.RST.1 Reading Standards for Literacy in Science and Technical Subjects 1-12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Integration of Knowledge and Ideas	
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RST.11-12.7.	<p data-bbox="400 230 1372 291">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 data-bbox="400 322 663 351"><u>Alliance to Save Energy</u></p> <ul data-bbox="400 351 877 683" style="list-style-type: none"> <li data-bbox="400 351 831 380">6-12 Final Presentation & Peer Performance <li data-bbox="400 383 772 412">9-12 Custodial Presentation & Pledge <li data-bbox="400 414 876 443">9-12 Explore Renewables Energy Poster Project <li data-bbox="400 445 691 474">9-12 My Future Green Career <li data-bbox="400 477 592 506">Amelia Airflow 9-12 <li data-bbox="400 508 654 537">Assembly Announcement <li data-bbox="400 539 576 568">Capstone Project <li data-bbox="400 571 596 600">Family Presentation <li data-bbox="400 602 608 631">Green Future Design <li data-bbox="400 633 767 663">My Future Green Career Presentation <li data-bbox="400 665 576 694">Staff Presentation

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	RST.11-12.8.	<p data-bbox="400 745 1476 806">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 data-bbox="400 837 663 866"><u>Alliance to Save Energy</u></p> <ul data-bbox="400 869 877 1312" style="list-style-type: none"> <li data-bbox="400 869 639 898">9-12 Energy Audit Video <li data-bbox="400 900 876 929">9-12 Explore Renewables Energy Poster Project <li data-bbox="400 931 691 960">9-12 My Future Green Career <li data-bbox="400 963 568 992">9-12 Water Audit <li data-bbox="400 994 592 1023">Amelia Airflow 9-12 <li data-bbox="400 1025 560 1055">Appliance Audit <li data-bbox="400 1057 576 1086">Capstone Project <li data-bbox="400 1088 671 1117">Carbon Footprint Calculator <li data-bbox="400 1120 644 1149">Carbon Footprint Journal <li data-bbox="400 1151 619 1180">Energy Patrol Contest <li data-bbox="400 1182 608 1211">Green Future Design <li data-bbox="400 1214 520 1243">HVAC Audit <li data-bbox="400 1245 592 1274">Home Energy Audit <li data-bbox="400 1276 536 1305">Lighting Audit <li data-bbox="400 1308 528 1337">School Audit
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL RST.11-12.9. Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

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STANDARD / STRAND VT.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.1 1-12.1.	Write arguments focused on discipline-specific content.

GRADE LEVEL EXPECTATION WHST.11-12.1(d) Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

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

STANDARD / STRAND VT.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Text Types and Purposes
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.1 1-12.2.	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.

GRADE LEVEL EXPECTATION	WHST.11 -12.2(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>
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GRADE LEVEL EXPECTATION	WHST.11 -12.2(b)	<p>Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.</p> <p><u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 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>
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GRADE LEVEL EXPECTATION	WHST.11 -12.2(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>
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GRADE LEVEL EXPECTATION	WHST.11 -12.2(d)	<p>Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; 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>
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GRADE LEVEL EXPECTATION	WHST.11 -12.2(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>
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STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Production and Distribution of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.4.	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Professor Frio School Audit Staff Presentation Water Awareness Posters
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.5.	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. <u>Alliance to Save Energy</u> 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.6.	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Research to Build and Present Knowledge
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.7.	Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.8.	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.9.	Draw evidence from informational texts to support analysis, reflection, and research. <u>Alliance to Save Energy</u> 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
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STANDARD / STRAND **VT.WHST Writing Standards for Literacy in Science and Technical Subjects .11-12.**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Range of Writing
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	WHST.11 -12.10.	Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences. <u>Alliance to Save Energy</u> 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Assembly Announcement Capstone Project Family Presentation Green Future Design My Future Green Career Presentation Staff Presentation
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STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Civic and Political Institutions
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.Civ.6. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families.

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

STANDARD / STRAND C3.D2. **Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Participation and Deliberation: Applying Civic Virtues and Democratic Principles
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.Civ.7. Apply civic virtues and democratic principles in school settings.

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

STANDARD / STRAND C3.D2. **Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Processes, Rules, and Laws
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.Civ.1. Illustrate historical and contemporary means of changing society.

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

STANDARD / STRAND C3.D2. **Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		GEOGRAPHY: Human-Environment Interaction: Place, Regions, and Culture
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.Geo. Explain how culture influences the way people modify and adapt to their environments.

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

STANDARD / STRAND C3.D2. **Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		HISTORY: Change, Continuity, and Context
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.His.1. Create and use a chronological sequence of related events to compare developments that happened at the same time.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.His.3.3-5.	Generate questions about individuals and groups who have shaped significant historical changes and continuities. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / STRAND **C3.D4. Communicating Conclusions & Taking Informed Action**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Taking Informed Action
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.6.3-5.	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.7.3-5.	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.8.3-5.	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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**Vermont Content Standards
Social Studies
Grade: 4 - Adopted: 2017**

STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Civic and Political Institutions
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.6.3-5.	Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Participation and Deliberation: Applying Civic Virtues and Democratic Principles
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.7.3-5.	Apply civic virtues and democratic principles in school settings. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Processes, Rules, and Laws
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.Civ.1 4.3-5. Illustrate historical and contemporary means of changing society.
Alliance to Save Energy
[3-5 Environmental Justice Video](#)

STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		GEOGRAPHY: Human-Environment Interaction: Place, Regions, and Culture
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.Geo. 4.3-5. Explain how culture influences the way people modify and adapt to their environments.
Alliance to Save Energy
[3-5 Environmental Justice Video](#)

STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		HISTORY: Change, Continuity, and Context
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.His.1 3-5. Create and use a chronological sequence of related events to compare developments that happened at the same time.
Alliance to Save Energy
[3-5 Environmental Justice Video](#)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.His.3 3-5. Generate questions about individuals and groups who have shaped significant historical changes and continuities.
Alliance to Save Energy
[3-5 Environmental Justice Video](#)

STANDARD / STRAND **C3.D4. Communicating Conclusions & Taking Informed Action**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Taking Informed Action
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D4.6.3-5. Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places.
Alliance to Save Energy
[3-5 Environmental Justice Video](#)

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.7.3-5. Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.8.3-5. Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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**Vermont Content Standards
Social Studies
Grade: 5 - Adopted: 2017**

STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	CIVICS: Civic and Political Institutions
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.6. Describe ways in which people benefit from and are challenged by working together, including through government, workplaces, voluntary organizations, and families. 3-5. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	CIVICS: Participation and Deliberation: Applying Civic Virtues and Democratic Principles
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.7. Apply civic virtues and democratic principles in school settings. 3-5. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	CIVICS: Processes, Rules, and Laws
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.1. Illustrate historical and contemporary means of changing society. 4.3-5. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	GEOGRAPHY: Human-Environment Interaction: Place, Regions, and Culture
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Geo. 4.3-5.	Explain how culture influences the way people modify and adapt to their environments. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		HISTORY: Change, Continuity, and Context
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.His.1. 3-5.	Create and use a chronological sequence of related events to compare developments that happened at the same time. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.His.3. 3-5.	Generate questions about individuals and groups who have shaped significant historical changes and continuities. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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STANDARD / STRAND **C3.D4. Communicating Conclusions & Taking Informed Action**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Taking Informed Action
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.6.3-5.	Draw on disciplinary concepts to explain the challenges people have faced and opportunities they have created, in addressing local, regional, and global problems at various times and places. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.7.3-5.	Explain different strategies and approaches students and others could take in working alone and together to address local, regional, and global problems, and predict possible results of their actions. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.8.3-5.	Use a range of deliberative and democratic procedures to make decisions about and act on civic problems in their classrooms and schools. <u>Alliance to Save Energy</u> 3-5 Environmental Justice Video
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Vermont Content Standards
Social Studies
Grade: 6 - Adopted: 2017

STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Civic and Political Institutions
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.2.6-8.	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STANDARD / STRAND	C3.D2.	Applying Disciplinary Concepts & Tools
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Participation and Deliberation: Applying Civic Virtues and Democratic Principles
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.7.6-8.	Apply civic virtues and democratic principles in school and community settings. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STANDARD / STRAND	C3.D2.	Applying Disciplinary Concepts & Tools
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Processes, Rules, and Laws
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.1.4.6-8.	Compare historical and contemporary means of changing societies, and promoting the common good. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STANDARD / STRAND	C3.D2.	Applying Disciplinary Concepts & Tools
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		HISTORY: Change, Continuity, and Context
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.His.3.6-8.	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
STANDARD / STRAND	C3.D4.	Communicating Conclusions & Taking Informed Action
ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Taking Informed Action
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.6.6-8.	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
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Vermont Content Standards
Social Studies
Grade: 7 - Adopted: 2017

STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	CIVICS: Civic and Political Institutions
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.2. Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders). <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
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STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	CIVICS: Participation and Deliberation: Applying Civic Virtues and Democratic Principles
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.7. Apply civic virtues and democratic principles in school and community settings. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
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STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	CIVICS: Processes, Rules, and Laws
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.1. Compare historical and contemporary means of changing societies, and promoting the common good. <u>Alliance to Save Energy</u> 6-8 Environmental Justice Video
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STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HISTORY: Change, Continuity, and Context
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.His.3.6-8.	Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.
		<u>Alliance to Save Energy</u> 6-8 Environmental Justice Video

STANDARD / STRAND **C3.D4. Communicating Conclusions & Taking Informed Action**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		Taking Informed Action
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.6.6-8.	Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.
		<u>Alliance to Save Energy</u> 6-8 Environmental Justice Video

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.7.6-8.	Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.
		<u>Alliance to Save Energy</u> 6-8 Environmental Justice Video

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D4.8.6-8.	Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.
		<u>Alliance to Save Energy</u> 6-8 Environmental Justice Video

**Vermont Content Standards
Social Studies
Grade: 8 - Adopted: 2017**

STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Civic and Political Institutions
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.2.6-8.	Explain specific roles played by citizens (such as voters, jurors, taxpayers, members of the armed forces, petitioners, protesters, and office-holders).
		<u>Alliance to Save Energy</u> 6-8 Environmental Justice Video

STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD		CIVICS: Participation and Deliberation: Applying Civic Virtues and Democratic Principles
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL	D2.Civ.7.6-8.	Apply civic virtues and democratic principles in school and community settings.
		<u>Alliance to Save Energy</u> 6-8 Environmental Justice Video

STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	CIVICS: Processes, Rules, and Laws
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.Civ.1 4.6-8. Compare historical and contemporary means of changing societies, and promoting the common good.

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

STANDARD / STRAND **C3.D2. Applying Disciplinary Concepts & Tools**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	HISTORY: Change, Continuity, and Context
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D2.His.3 6-8. Use questions generated about individuals and groups to analyze why they, and the developments they shaped, are seen as historically significant.

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

STANDARD / STRAND **C3.D4. Communicating Conclusions & Taking Informed Action**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	Taking Informed Action
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GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D4.6.6-8. Draw on multiple disciplinary lenses to analyze how a specific problem can manifest itself at local, regional, and global levels over time, identifying its characteristics and causes, and the challenges and opportunities faced by those trying to address the problem.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D4.7.6-8. Assess their individual and collective capacities to take action to address local, regional, and global problems, taking into account a range of possible levers of power, strategies, and potential outcomes.

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

GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL D4.8.6-8. Apply a range of deliberative and democratic procedures to make decisions and take action in their classrooms and schools, and in out-of-school civic contexts.

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

STANDARD / STRAND **SS.C3. Social Studies C3 Framework**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	C3.D2.	Applying Disciplinary Concepts & Tools
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		HISTORY: Change, Continuity, and Context

GRADE LEVEL EXPECTATION D2.His.3. 9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

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

STANDARD / STRAND **SS.C3. Social Studies C3 Framework**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	C3.D4.	Communicating Conclusions & Taking Informed Action
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Taking Informed Action

GRADE LEVEL EXPECTATION D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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

GRADE LEVEL EXPECTATION D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

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

GRADE LEVEL EXPECTATION D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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

Vermont Content Standards
Social Studies
Grade: **10** - Adopted: **2017**

STANDARD / STRAND **SS.C3. Social Studies C3 Framework**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	C3.D2.	Applying Disciplinary Concepts & Tools
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		HISTORY: Change, Continuity, and Context

GRADE LEVEL EXPECTATION	D2.His.3.9-12.	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
		<u>Alliance to Save Energy</u> 9-12 Environmental Justice Video

STANDARD / STRAND **SS.C3. Social Studies C3 Framework**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	C3.D4.	Communicating Conclusions & Taking Informed Action
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Taking Informed Action

GRADE LEVEL EXPECTATION	D4.6.9-12.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.
		<u>Alliance to Save Energy</u> 9-12 Environmental Justice Video

GRADE LEVEL EXPECTATION	D4.7.9-12.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.
		<u>Alliance to Save Energy</u> 9-12 Environmental Justice Video

GRADE LEVEL EXPECTATION	D4.8.9-12.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.
		<u>Alliance to Save Energy</u> 9-12 Environmental Justice Video

**Vermont Content Standards
Social Studies
Grade: 11 - Adopted: 2017**

STANDARD / STRAND **SS.C3. Social Studies C3 Framework**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	C3.D2.	Applying Disciplinary Concepts & Tools
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		HISTORY: Change, Continuity, and Context

GRADE LEVEL EXPECTATION	D2.His.3.9-12.	Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.
		<u>Alliance to Save Energy</u> 9-12 Environmental Justice Video

STANDARD / STRAND **SS.C3. Social Studies C3 Framework**

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	C3.D4.	Communicating Conclusions & Taking Informed Action
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Taking Informed Action

GRADE LEVEL EXPECTATION D4.6.9-12. Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place.

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

GRADE LEVEL EXPECTATION D4.7.9-12. Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning.

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

GRADE LEVEL EXPECTATION D4.8.9-12. Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts.

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

**Vermont Content Standards
 Social Studies
 Grade: 12 - Adopted: 2017**

STANDARD / STRAND SS.C3. Social Studies C3 Framework

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	C3.D2.	Applying Disciplinary Concepts & Tools
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		HISTORY: Change, Continuity, and Context

GRADE LEVEL EXPECTATION D2.His.3.9-12. Use questions generated about individuals and groups to assess how the significance of their actions changes over time and is shaped by the historical context.

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

STANDARD / STRAND SS.C3. Social Studies C3 Framework

ESSENTIAL KNOWLEDGE AND SKILL / STANDARD	C3.D4.	Communicating Conclusions & Taking Informed Action
GRADE LEVEL EXPECTATION / KNOWLEDGE AND SKILL		Taking Informed Action

GRADE LEVEL EXPECTATION	D4.6.9- 12.	Use disciplinary and interdisciplinary lenses to understand the characteristics and causes of local, regional, and global problems; instances of such problems in multiple contexts; and challenges and opportunities faced by those trying to address these problems over time and place. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	D4.7.9- 12.	Assess options for individual and collective action to address local, regional, and global problems by engaging in self-reflection, strategy identification, and complex causal reasoning. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
GRADE LEVEL EXPECTATION	D4.8.9- 12.	Apply a range of deliberative and democratic strategies and procedures to make decisions and take action in their classrooms, schools, and out-of-school civic contexts. <u>Alliance to Save Energy</u> 9-12 Environmental Justice Video
