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

Wisconsin Academic Standards
Language Arts
Grade: **3** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **Alliance to Save Energy** 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
DESCRIPTOR / FOCUS AREA		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA		Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **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
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. **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
DOMAIN		**Reading Foundational Skills**
CONTENT STANDARD		**Fluency**
PERFORMANCE STANDARD / LEARNING PRIORITY	**RF.3.4**	**Read with sufficient accuracy and fluency to support comprehension.**
DESCRIPTOR / FOCUS AREA	RF.3.4.a.	Read grade-level text with purpose and understanding. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA	RF.3.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Family Presentation Staff Presentation
DOMAIN		**Reading K-5**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.3.1	Develop and answer questions to I Locate relevant and specific details in a text to support an answer or inference. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DESCRIPTOR / FOCUS AREA	R.3.2	Summarize portions of a text to determine a theme or central idea and explain how it is supported by key details. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Reading K-5**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.3.4	Determine the meaning of words, phrases, figurative language, and academic and content-specific words within a text. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.3.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.3.2.b.	Informative/explanatory texts in which they introduce a topic, use facts, definitions and details to develop points. **Alliance to Save Energy** 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

LEARNING CONTINUUM	W.3.2.c.	Convey events, real or imagined, through narrative/short stories to develop experiences or events using descriptive details and clear event sequences to establish a situation and introduce a narrator and/or characters. Use dialogue and description of actions, thoughts and feelings to develop experiences and events or show the responses of characters to situations. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.3.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.3.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement appropriate to the mode of writing. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.3.3.b.	Transitions: use of prompts, words and phrases to signal event order and to link and build connections between ideas, text, and events. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.3.3.c.	Word Choice (including domain specific): use words familiar to the student for emphasis, addition, contrast, or order to connect categories or information, and to convey meaning. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.3.4	With support from adults and peers, produce writing in which the development and organization are culturally-sustaining and rhetorically authentic to task and purpose. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **Alliance to Save Energy** 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
DESCRIPTOR / FOCUS AREA	W.3.6	With guidance and support from adults and peers, use digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career
DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W.3.7	Conduct short inquiry projects that build knowledge about a topic. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DESCRIPTOR / FOCUS AREA	W.3.9	Recall facts from literary or informational texts to support reflection, and inquiry. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DOMAIN		**Speaking & Listening K-5**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	SL.3.2	Determine main ideas and supporting details of a text read aloud or information presented in diverse media and formats. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA	SL.3.3	Ask and answer questions about information from a speaker, offering elaboration and detail. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DOMAIN		**Speaking & Listening K-5**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.3.4	Report on a topic or text, tell a story, read a poem, or recount an experience with facts and relevant, descriptive details, speaking clearly at an understandable pace. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA	SL.3.5	Include digital media and visual displays in presentations to enhance certain facts and details. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.3.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.3.1.c.	Identify key words and phrases that help readers understand a topic; choose words and phrases for effect when writing and speaking. **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

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.3.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.3.2.a.	Use sentence-level context 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

DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.3.6**	**Demonstrate contextually appropriate use of the conventions of standardized English capitalization, punctuation, and spelling when writing. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose in conventions with:**
LEARNING CONTINUUM	L.3.6.a.	Titles. **Alliance to Save Energy** 3-5 My Future Green Career

Wisconsin Academic Standards

Language Arts

Grade: **4** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN **Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN **Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**

DESCRIPTOR / FOCUS AREA		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **Alliance to Save Energy** 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
DESCRIPTOR / FOCUS AREA		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA		Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **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
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. **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
DOMAIN		**Reading Foundational Skills**
CONTENT STANDARD		**Fluency**
PERFORMANCE STANDARD / LEARNING PRIORITY	**RF.4.4**	**Read with sufficient accuracy and fluency to support comprehension.**
DESCRIPTOR / FOCUS AREA	RF.4.4.a.	Read grade-level text with purpose and understanding. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA	RF.4.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Family Presentation Staff Presentation
DOMAIN		**Reading K-5**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.4.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DESCRIPTOR / FOCUS AREA	R.4.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Reading K-5**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.4.4	Determine the meaning of words, phrases, figurative language, academic, and content-specific words within a text. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Reading K-5**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Integration of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	R.4.7	Explain how text features (e.g., charts, graphs, diagrams, time lines, animations, and illustrations) contribute to an understanding of the text. (RI&RL) **Alliance to Save Energy** Family Presentation Staff Presentation
DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.4.2.b.	Informative texts in which they clearly introduce a topic, group related information in paragraphs and sections; include formatting (e.g., headings), illustrations, and multimedia when useful to aid comprehension. Use facts, definitions and details to develop points. **Alliance to Save Energy** 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
LEARNING CONTINUUM	W.4.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.4.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.4.3.a.	Organization: include an introduction that establishes a purpose and provides a concluding statement related to the body of the composition. Structure of text reflects the purpose. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.4.3.b.	Transitions: use of phrases to signal event order and to link and build connections between ideas, text, and events. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

LEARNING CONTINUUM	W.4.3.c.	Word Choice (including domain specific): experiments with words to provide emphasis, addition, contrast, or order to connect themes and ideas. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.4.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **Alliance to Save Energy** 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
DESCRIPTOR / FOCUS AREA	W.4.5	Produce clear and coherent writing in which the development and organization are appropriate to task, purpose and audience. Respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing. **Alliance to Save Energy** 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
DESCRIPTOR / FOCUS AREA	W.4.6	With some guidance and support from adults, use a variety of digital tools to produce and publish writing, including in collaboration with peers. Learn to produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of one page in a single sitting). **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career
DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W.4.7	Conduct short inquiry projects that build knowledge through investigation of different aspects of a topic. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA	W.4.9	Recall and use facts from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DOMAIN		**Speaking & Listening K-5**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.4.4	Report on a topic or text, tell a story, read a poem, or recount an experience in an organized manner, using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA	SL.4.5	Integrate audio and visual content in presentations to enhance the development of main ideas or themes. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Language K-5**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**

DESCRIPTOR / FOCUS AREA	**L.4.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.4.1.c.	Identify examples of precise and concise language when reading; choose words and phrases to convey ideas precisely when writing and speaking. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN **Language K-5**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.4.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.4.2.a.	Use context 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

Wisconsin Academic Standards

Language Arts

Grade: **5** - Adopted: **2020/Implement 2021**

DOMAIN **Anchor Standards for Reading**

CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **Alliance to Save Energy** 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
DESCRIPTOR / FOCUS AREA		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Journal Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal writing in which the development, organization and style are appropriate to task, purpose and audience. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **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
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. **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
DOMAIN		**Reading Foundational Skills**
CONTENT STANDARD		**Fluency**
PERFORMANCE STANDARD / LEARNING PRIORITY	**RF.5.4**	**Read with sufficient accuracy and fluency to support comprehension.**
DESCRIPTOR / FOCUS AREA	RF.5.4.a.	Read grade-level text with purpose and understanding. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DESCRIPTOR / FOCUS AREA	RF.5.4.b.	Read grade-level text orally with accuracy, appropriate rate, and expression on successive readings. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Family Presentation Staff Presentation
DOMAIN		**Reading K-5**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.5.1	Locate and refer to relevant details and evidence when explaining what a text says explicitly/implicitly and make logical inferences. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA	R.5.2	Summarize texts, from a variety of genres, to determine a theme or central idea and explain how it is supported by key details. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Reading K-5**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.5.4	Determine the meaning of words, phrases, figurative language, academic and content-specific words, and analyze their effect on meaning, tone, and mood within a text. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.5.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.5.2.a.	Opinion pieces that support a point of view about a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically ordered to support facts, details, and the writer's purpose. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.5.2.b.	Informative text that introduces a topic clearly, use topic- and genre-specific language to provide a general observation, focus, and group related information logically. Include formatting (e.g., headings), illustrations, and multimedia when useful to aiding comprehension and to link ideas within and across categories of information. **Alliance to Save Energy** 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
LEARNING CONTINUUM	W.5.2.c.	Convey events, real or imagined, through narrative/short stories which orients a reader by establishing a real or imagined situation and introducing a narrator and characters; organize an event sequence that unfolds naturally. Use narrative techniques, such as dialogue, description, and pacing, to develop experiences and events or show the responses of characters to situations. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.5.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.5.3.a.	Organization: include an introduction that establishes a purpose and engages the reader. Text builds to a concluding statement appropriate to the mode of writing and related to the body of the composition. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation

LEARNING CONTINUUM	W.5.3.b.	Transitions: use a variety of transitional words and phrases that logically connect and develop ideas. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.5.3.c.	Word Choice (including domain specific): creatively selects unique words for emphasis, addition, contrast, or order. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.5.4	Produce clear and coherent writing in which the development and organization are culturally-sustaining and rhetorically authentic to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.) **Alliance to Save Energy** 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
DESCRIPTOR / FOCUS AREA	W.5.5	Produce clear and coherent writing in which the development and organization are intentionally selected by teacher/student for task, purpose and audience, respond to questions and suggestions from peers, and add details to strengthen writing as needed by planning, revising, and editing. **Alliance to Save Energy** 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

DESCRIPTOR / FOCUS AREA	W.5.6	With some guidance and support from adults, they intentionally select a variety of digital tools to produce and publish writing, including in collaboration with peers. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of two pages in a single sitting). **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career
DOMAIN		**Writing Standards K-5**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W.5.7	Conduct short student-driven inquiry projects that use several sources to build knowledge through investigation of different aspects of a topic. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA	W.5.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career
DOMAIN		**Speaking & Listening K-5**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.5.4	Report on a topic or text or present an opinion, sequencing ideas logically and using facts and relevant, descriptive details to support main ideas or themes; speak clearly at an understandable pace. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Assembly Announcement Staff Presentation

DESCRIPTOR / FOCUS AREA	SL.5.5	Integrate multimedia components (e.g., graphics, sound) and visual displays in presentations to enhance the development of main ideas or themes. **Alliance to Save Energy** 3-5 Final Presentation & Peer Performance Family Presentation

Wisconsin Academic Standards

Language Arts

Grade: **6** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Writing**

CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Alliance to Save Energy** 3-8 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
DESCRIPTOR / FOCUS AREA		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal 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 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**

DESCRIPTOR / FOCUS AREA		Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.6.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA	R.6.2	Summarize texts, from a variety of genres, to determine a theme or central idea and how it is developed by key supporting details over the course of a text. (RI &RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.6.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.6.2.b.	Write informative texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.6.2.c.	Write narratives to develop real or imagined experiences or events using effective narrative techniques, relevant descriptive details, and well-structured event sequences. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.6.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.6.3.a.	Organization: introduce a topic; organize ideas, concepts, and information. Provide a concluding statement appropriate to the mode of writing. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.6.3.b.	Transitions: use appropriate transitions to clarify the relationships among ideas and concepts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

LEARNING CONTINUUM	W.6.3.c.	Word Choice (including domain specific): use precise language and domain-specific vocabulary to inform about or explain the topic. Use sensory language to describe experiences and events. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.6.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA	W.6.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as, to interact and collaborate with others. Proficiently produce writing through printing, cursive, and/or typing (with sufficient command of keyboarding skills to type a minimum of three pages in a single sitting), selecting the method(s) best suited for audience and purpose. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	W.6.7	Conduct short inquiry projects to answer a question, drawing on several sources and refocusing the inquiry when appropriate. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA	W.6.8	Gather relevant information from multiple print and digital sources; assess the credibility of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and providing basic bibliographic information for sources. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA	W.6.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 6 Reading standards) **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.6.4	Present claims and findings in a logical order using relevant evidence and details to highlight main ideas or themes. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA	SL.6.5	Include multimedia components and visual displays in presentations to clarify and enhance information. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.6.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.6.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.6.2**	**Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate.**
LEARNING CONTINUUM	L.6.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.6.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
DOMAIN		**Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Conventions of Standardized English**
DESCRIPTOR / FOCUS AREA	**L.6.5**	**Demonstrate contextually appropriate use of the conventions of standardized English grammar and usage when writing or speaking. Discern when and where it is appropriate to use standardized English. Appropriately use and explain the intended purpose of language choice with:**
LEARNING CONTINUUM	L.6.5.b.	Strategies to improve expression in conventional language **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

Wisconsin Academic Standards

Language Arts

Grade: **7** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Alliance to Save Energy** 3-8 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
DESCRIPTOR / FOCUS AREA		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal 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 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career

DESCRIPTOR / FOCUS AREA		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.7.1	Cite textual evidence to support an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA	R.7.2	Summarize texts, from a variety of genres, to determine a theme or central idea and analyze its development over the course of the text. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.7.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.7.2.b.	Write informative text that examines a topic and conveys ideas, concepts, and information through the selection and organization of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.7.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.7.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.7.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic. Provide a concluding statement appropriate to the mode of writing. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

LEARNING CONTINUUM	W.7.3.b.	Transitions: use a variety of appropriate transitions that connect and develop ideas. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.7.3.c.	Word Choice (including domain specific): use words, phrases, and clauses to create cohesion and clarify the relationships. Use sensory language to describe experiences and events. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.7.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA	W.7.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently, as well as to interact and collaborate with others, including linking to and citing sources. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	W.7.7	Conduct short inquiry projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA	W.7.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA	W.7.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 7 Reading standards) **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.7.4	Present claims and findings, emphasizing significant points in a focused, coherent manner using relevant evidence. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA	SL.7.5	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize significant points. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.7.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.7.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN **Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.7.2**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate**
LEARNING CONTINUUM	L.7.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN **Language 6-12**

CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	L.7.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation

Wisconsin Academic Standards

Language Arts

Grade: **8** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Alliance to Save Energy** 3-8 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
DESCRIPTOR / FOCUS AREA		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**

DESCRIPTOR / FOCUS AREA		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal 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 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DOMAIN		**Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Poster Campaign Staff Presentation

DOMAIN **Anchor Standards for Speaking & Listening**

CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation

DOMAIN **Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.8.1	Cite textual evidence that strongly supports an analysis of what the text says explicitly/implicitly and make logical inferences. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA	R.8.2	Summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze their development over the course of the text. (RI&RL) **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.8.2**	**Write text in a variety of modes:**

LEARNING CONTINUUM	W.8.2.b.	Write informative/explanatory text, examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content by introducing and developing a topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples, organizing ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.8.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engage and orient the reader by establishing a context and point of view and introduces a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and characters. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.8.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.8.3.a.	Organization: provide an introduction that creates suspense and anticipation for the reader. Structure of the text supports and clarifies the purpose and topic throughout the entire text. Conclusion statement provides closure and ties up all loose ends. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.8.3.b.	Transitions: varied transitions to create cohesion and clarity among ideas and concepts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

LEARNING CONTINUUM	W.8.3.c.	Word Choice (including domain specific): use genre-specific vocabulary. Use vocabulary that enhances the meaning and engages the reader. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.8.4	Independently and collaboratively produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA	W.8.6	Use technology, (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats), to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	W.8.7	Conduct short inquiry projects to answer a question (including self-generated questions), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA	W.8.8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DESCRIPTOR / FOCUS AREA	W.8.9	Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. (Apply grade 8 Reading standards) **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.8.4	Present claims and findings, emphasizing significant points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details. Communicate clearly and in an engaging manner, considering the audience, purpose, and situation. Explain purpose of language choices. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Assembly Announcement Staff Presentation
DESCRIPTOR / FOCUS AREA	SL.8.5	Integrate multimedia and digital displays into presentations to clarify information, strengthen claims and evidence, and add interest. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.8.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.8.1.b.	Determine the language demands of a writing/speaking situation; respond in appropriate ways (e.g., precise and concise language; extended and descriptive language; incorporation of code-meshing, etc.). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	L.8.1.d.	Begin to develop metacognitive awareness as writers and speakers by explaining the reasons for language choices. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	**L.8.2**	**Determine or clarify the meaning of unknown and multiple-meaning words or phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate**
LEARNING CONTINUUM	L.8.2.a.	Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary). **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**

DESCRIPTOR / FOCUS AREA	L.8.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 6-12 Final Presentation & Peer Performance 6-8 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation

Wisconsin Academic Standards

Language Arts

Grade: **9** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **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
DESCRIPTOR / FOCUS AREA		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal 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 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

DESCRIPTOR / FOCUS AREA		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL) **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL) **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: 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
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) 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** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards) **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.b.	Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Staff Presentation
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**

DESCRIPTOR / FOCUS AREA	SL.9-10.4	Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation

Wisconsin Academic Standards

Language Arts

Grade: **10** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **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
DESCRIPTOR / FOCUS AREA		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal 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 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

DESCRIPTOR / FOCUS AREA		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.9-10.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences; develop questions for further exploration. (RI&RL) **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA	R.9-10.2	Objectively and accurately summarize texts, from a variety of genres, to determine one or more themes or central ideas and analyze its development, including how it emerges and is shaped and refined by specific details. (RI&RL) **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.9-10.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood. Examine technical or key terms and how language differs across genres. (RI&RL) **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.9-10.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; developing the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.9-10.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.9-10.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.9-10.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims to make important connections and distinctions. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.9-10.3.b.	Transitions: 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
LEARNING CONTINUUM	W.9-10.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use telling details, and sensory language to convey a vivid picture of thoughts, ideas and experiences. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DESCRIPTOR / FOCUS AREA	W.9-10.5	Develop and strengthen writing (collaboratively and individually) 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** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.9-10.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.9-10.6.a.	connecting writers and readers. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.9-10.6.b.	producing accessible experiences for specific audiences. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA	W.9-10.8	Gather relevant information from multiple authoritative print and digital, academic and popular sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA	W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 9-10 Reading standards) **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**SL.9-10.1**	**Initiate and participate effectively in a range of collaborative discussions (oneon-one, in groups, and teacher-led) with diverse partners on topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.9-10.1.b.	Work with peers to set norms for collegial discussions, decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views) and clear goals as needed. Reflect on progress as an individual and as a group. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Staff Presentation
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**

DESCRIPTOR / FOCUS AREA	SL.9-10.4	Present information, findings, and supporting evidence such that listeners can follow the reasoning and organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.9-10.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.9-10.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs of writing and speaking situations). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	L.9-10.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness of language choices. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.9-10.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation

Wisconsin Academic Standards

Language Arts

Grade: **11** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **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
DESCRIPTOR / FOCUS AREA		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**

PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal 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 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project

DESCRIPTOR / FOCUS AREA		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Anchor Standards for Language**

CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**

DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL). **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**

DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA	W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards) **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**
LEARNING CONTINUUM	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Staff Presentation
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation

DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.11-12.4	Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**
LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation

Wisconsin Academic Standards

Language Arts

Grade: **12** - Adopted: **2020/Implement 2021**

DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**
DESCRIPTOR / FOCUS AREA		Anchor Standard R1: Read closely to determine what the text says explicitly/implicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard R3: Analyze how and why individuals, events, and ideas develop and interact over the course of a text. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Reading**
CONTENT STANDARD		**Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA		Anchor Standard R4: Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes:**
DESCRIPTOR / FOCUS AREA		Anchor Standard W1: Compose reflective, formal, and creative writing, which may happen simultaneously or independently, for a variety of high-stakes and low-stakes purposes. **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
DESCRIPTOR / FOCUS AREA		Anchor Standard W2: Compose writing for a variety of modes to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

DESCRIPTOR / FOCUS AREA		Anchor Standard W3: Select and utilize tools and strategies to develop effective writing appropriate for purpose, mode, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA		Anchor Standard W4: Make intentional and informed decisions about development, organization, and style, to produce clear and coherent writing that are culturally-sustaining and rhetorically authentic to task and purpose. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W5: Plan, revise, and edit to make informed and intentional decisions to produce clear and coherent multimodal 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 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard W6: Use print and digital technology to produce and publish writing and to interact and collaborate with others. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career
DOMAIN		**Anchor Standards for Writing**
CONTENT STANDARD		**Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames (a single sitting or a day or two).**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**

DESCRIPTOR / FOCUS AREA		Anchor Standard W7: Conduct short as well as more sustained student-driven inquiry, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA		Anchor Standard W8: Gather relevant information from multiple print, digital, and community sources, assess the credibility and accuracy of each source, and follow a standard citation format. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA		Anchor Standard W9: Draw evidence from literary or informational texts to support analysis, reflection, and inquiry. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA		Anchor Standard SL1: Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Poster Campaign Staff Presentation
DOMAIN		**Anchor Standards for Speaking & Listening**
CONTENT STANDARD		**Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**

DESCRIPTOR / FOCUS AREA		Anchor Standard SL4: Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard SL5: Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Anchor Standards for Language**
CONTENT STANDARD		**Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA		Anchor Standard L2: Determine or clarify the meaning of unknown and multiple-meaning words and phrases in grade-level reading and content; use context clues, analyze meaningful word parts, consult general and specialized reference materials, and apply word solving strategies (for meaning) as appropriate. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation
DESCRIPTOR / FOCUS AREA		Anchor Standard L4: Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; use vocabulary appropriate to the context and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation
DOMAIN		**Reading 6-12**
CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Key Ideas and Details**

DESCRIPTOR / FOCUS AREA	R.11-12.1	Cite relevant textual evidence that strongly supports analysis of what the text says explicitly/implicitly and make logical inferences, including determining where the text is ambiguous; develop questions for deeper understanding and for further exploration. (RI&RL) **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN	**Reading 6-12**

CONTENT STANDARD		**Overarching Statement: Read and comprehend a variety of complex literary and informational texts for many purposes (including enjoyment), including texts that reflect one's experiences and experiences of others. This includes independently and proficiently understanding grade-level text.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Craft and Structure**
DESCRIPTOR / FOCUS AREA	R.11-12.4	Determine the meaning of words and phrases, including figurative and connotative meanings. Analyze the impact of specific word choices on meaning, tone, and mood, including words with multiple meanings. Analyze how an author uses and refines the meaning of technical or key term(s) over the course of a text. (RI&RL). **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN	**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.2**	**Write text in a variety of modes:**
LEARNING CONTINUUM	W.11-12.2.b.	Write informative texts that examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content by introducing a topic; organizing complex ideas, concepts, and information to make important connections and distinctions; including formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension; thoroughly developing the topic by selecting the most significant and relevant well-chosen facts, extended definitions, concrete details, quotations, and other information and examples appropriate to the audience's knowledge of the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

LEARNING CONTINUUM	W.11-12.2.c.	Write narratives that develop real or imagined experiences or events using relevant descriptive details, and well-structured event sequences that organize an event sequence logically. Engages and orients the reader by establishing a context and point of view and introducing a narrator or characters; using techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Text Types and Purposes**
DESCRIPTOR / FOCUS AREA	**W.11-12.3**	**Create writing that utilizes:**
LEARNING CONTINUUM	W.11-12.3.a.	Organization: introduce a topic; organize complex ideas, concepts, analysis, information and claims, so that each new element builds on that which precedes it to create a unified whole. Establish and maintain a structure and conventions consistent with the mode of writing. Provide a concluding statement or section that follows from and supports the topic, themes, and experiences presented in the text. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.11-12.3.b.	Transitions: use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	W.11-12.3.c.	Word Choice (including domain specific): use culturally-sustaining language and domain-specific vocabulary to manage the complexity of the topic. Use techniques such as metaphor, simile, and analogy to manage the complexity of the topic. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation

DOMAIN		**Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are culturally-sustaining and rhetorically authentic 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 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DESCRIPTOR / FOCUS AREA	W.11-12.5	Develop and strengthen writing (collaboratively and individually) 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** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

DOMAIN **Writing Standards 6-12**

CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Production and Distribution of Writing**
DESCRIPTOR / FOCUS AREA	**W.11-12.6**	**Make informed and intentional decisions about technology use (including paper and pencil, internet, audio, visual, multilingual, multimodal, mobile, and/or other interactive formats) to engage in authentic rhetorical tasks for specific purposes and audiences. Such decisions include assessing particular technologies' affordances for:**
LEARNING CONTINUUM	W.11-12.6.a.	connecting writers and readers. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation

LEARNING CONTINUUM	W.11-12.6.b.	producing accessible experiences for specific audiences. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
DOMAIN		**Writing Standards 6-12**
CONTENT STANDARD		**Overarching Statement: Write routinely for a range of culturally-sustaining and rhetorically authentic tasks, purposes, and audiences over extended time frames (time for inquiry, reflection, and revision) and shorter time frames.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Inquiry to Build and Present Knowledge**
DESCRIPTOR / FOCUS AREA	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 that is rhetorically authentic and culturally-sustaining; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating an understanding of the subject under investigation. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DESCRIPTOR / FOCUS AREA	W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research. (Apply grades 11-12 Reading standards) **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Capstone Project
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Comprehension and Collaboration**
DESCRIPTOR / FOCUS AREA	**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 topics, texts, and issues, listening actively, and building on others' ideas and expressing their own clearly.**

LEARNING CONTINUUM	SL.11-12.1.b.	Work with peers to promote civil, democratic discussions and decision-making and set clear goals. Reflect on progress as an individual and as a group. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Staff Presentation
LEARNING CONTINUUM	SL.11-12.1.d.	Engage thoughtfully with diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task. **Alliance to Save Energy** 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
DOMAIN		**Speaking & Listening 6-12**
CONTENT STANDARD		**Overarching Statement: Listen to understand and adapt speech to a variety of purposes, audiences, and situations in order to meet communicative goals. Be able to justify intentional language choices and how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Presentation of Knowledge and Ideas**
DESCRIPTOR / FOCUS AREA	SL.11-12.4	Present information, findings, and supporting evidence, conveying perspective, such that listeners can follow the reasoning, alternative or opposing perspectives addressed, and the organization. Intentionally utilize development, substance, and style appropriate to purpose, audience, and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge Assembly Announcement Capstone Project Staff Presentation
DESCRIPTOR / FOCUS AREA	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. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance Family Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Knowledge of Language**
DESCRIPTOR / FOCUS AREA	**L.11-12.1**	**Demonstrate an understanding of how language functions in different cultures, contexts, and disciplines; apply this knowledge to comprehend more fully when reading and listening, and make effective choices when composing, creating, and speaking.**

LEARNING CONTINUUM	L.11-12.1.b.	Develop communicative competence by effectively determining and appropriately responding to the language demands of varied situations (i.e., effectively consider the relationship between your intent as an author and the context, purpose, genre, and audience needs when writing and speaking). **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Capstone Project Carbon Footprint Journal Staff Presentation
LEARNING CONTINUUM	L.11-12.1.c.	Develop metacognitive awareness as writers and speakers, justifying and evaluating the effectiveness and appropriateness of language and genre choices. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Staff Presentation
DOMAIN		**Language 6-12**
CONTENT STANDARD		**Overarching Statement: Demonstrate an understanding of how language functions in different cultures and contexts. Apply this knowledge to meet communicative goals when composing, creating, and speaking, and to comprehend more fully when reading and listening. Be able to justify intentional language and convention choices and explain how those choices differ for culture and context.**
PERFORMANCE STANDARD / LEARNING PRIORITY		**Vocabulary Acquisition and Use**
DESCRIPTOR / FOCUS AREA	L.11-12.4	Demonstrate an ability to collaboratively and independently build vocabulary knowledge when encountering unknown words including cultural, general academic, and discipline-specific terms and phrases; make intentional vocabulary choices appropriate to the context and situation. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project Assembly Announcement Carbon Footprint Journal Family Presentation Staff Presentation

Wisconsin Academic Standards

Mathematics

Grade: **3** - Adopted: **2021**

DOMAIN		**Grade 3 Content Standards**
CONTENT STANDARD	**M.3.OA.**	**Operations and Algebraic Thinking (3.OA)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.3.OA.A.**	**Represent and solve problems involving multiplication and division.**

DESCRIPTOR / FOCUS AREA	M.3.OA.A.3.	Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN		**Grade 3 Content Standards**
CONTENT STANDARD	**M.3.OA.**	**Operations and Algebraic Thinking (3.OA)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.3.OA.C.**	**Multiply and divide within 100.**
DESCRIPTOR / FOCUS AREA	**M.3.OA.C.6.**	**Use multiplicative thinking to multiply and divide within 100.**
LEARNING CONTINUUM	M.3.OA.C.6.a.	Use the meanings of multiplication and division, the relationship between the operations (e.g., knowing that 8 x 5 = 40, one could reason that 40 ÷ 5 = 8), and properties of operations (e.g., the distributive property) to develop and understand strategies to multiply and divide within 100. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	M.3.OA.C.6.b.	Flexibly and efficiently use strategies, the relationship between the operations, and properties of operations to find products and quotients with multiples of 0, 1, 2, 5, & 10 within 100. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN		**Grade 3 Content Standards**
CONTENT STANDARD	**M.3.OA.**	**Operations and Algebraic Thinking (3.OA)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.3.OA.D.**	**Solve problems involving the four operations, and identify and explain patterns in arithmetic.**

DESCRIPTOR / FOCUS AREA	M.3.OA.D.7.	Solve two-step word problems, posed with whole numbers and having whole number answers, using the four operations. Represent these problems using one or two equations with a letter standing for the unknown quantity. If one equation is used, grouping symbols (i.e. parentheses) may be needed. Assess the reasonableness of answers using mental computation and estimation strategies. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN		**Grade 3 Content Standards**
CONTENT STANDARD	**M.3.NBT.**	**Number and Operations in Base Ten (3.NBT)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.3.NBT.A.**	**Use place value understanding and properties of operations to perform multi-digit arithmetic, using a variety of strategies.**
DESCRIPTOR / FOCUS AREA	M.3.NBT.A.1.	Use place value understanding to generate estimates for problems in real-world situations, with whole numbers within 1,000, using strategies such as mental math, benchmark numbers, compatible numbers, and rounding. Assess the reasonableness of their estimates (e.g., Is my estimate too low or too high? What degree of precision do I need for this situation?). **Alliance to Save Energy** 3-5 Energy Audit Video
DESCRIPTOR / FOCUS AREA	M.3.NBT.A.2.	Flexibly and efficiently add and subtract within 1,000 using strategies based on place value, properties of operations, and/or the relationship between addition and subtraction. **Alliance to Save Energy** Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN		**Grade 3 Content Standards**
CONTENT STANDARD	**M.3.NF.**	**Number and Operations – Fractions (3.NF)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.3.NF.A.**	**Develop understanding of fractions as numbers.**
DESCRIPTOR / FOCUS AREA	M.3.NF.A.1.	Understand a unit fraction as the quantity formed when a whole is partitioned into equal parts and explain that a unit fraction is one of those parts (e.g., 1/4). Understand fractions are composed of unit fractions. **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN		**Grade 3 Content Standards**
CONTENT STANDARD	**M.3.NF.**	**Number and Operations – Fractions (3.NF)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**M.3.NF.A.**	**Develop understanding of fractions as numbers.**
DESCRIPTOR / FOCUS AREA	**M.3.NF.A.3.**	**Explain equivalence of fractions and compare fractions by reasoning about their size.**
LEARNING CONTINUUM	M.3.NF.A.3.c.	Express whole numbers as fractions (3 = 3/1), and recognize fractions that are equivalent to whole numbers (4/4 = 1). **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN **Grade 3 Content Standards**

CONTENT STANDARD	**M.3.MD.**	**Measurement and Data (3.MD)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.3.MD.A.**	**Solve problems involving measurement and estimation of intervals of time, liquid volumes, and masses of objects.**
DESCRIPTOR / FOCUS AREA	M.3.MD.A.1.	Tell and write time to the nearest minute and measure time intervals in minutes. Solve word problems involving addition and subtraction of time intervals in minutes, e.g., by representing the problem on a number line. **Alliance to Save Energy** 3-5 Energy Audit Video

Wisconsin Academic Standards

Mathematics

Grade: **4** - Adopted: **2021**

DOMAIN **Grade 4 Content Standards**

CONTENT STANDARD	**M.4.OA.**	**Operations and Algebraic Thinking (4.OA)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.4.OA.A.**	**Use the four operations with whole numbers to solve problems.**
DESCRIPTOR / FOCUS AREA	M.4.OA.A.2.	Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DESCRIPTOR / FOCUS AREA	M.4.OA.A.3.	Solve multi-step 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. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**Grade 4 Content Standards**
CONTENT STANDARD	**M.4.OA.**	**Operations and Algebraic Thinking (4.OA)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.4.OA.D.**	**Multiply and divide within 100.**

DESCRIPTOR / FOCUS AREA	M.4.OA.D.6.	Flexibly and efficiently multiply and divide within 100, using strategies such as the relationship between multiplication and division (e.g., knowing that 8 x 5 = 40, one knows 40 ÷ 5 = 8) or properties of operations [e.g., knowing that 7 x 6 can be thought of as 7 groups of 6 so one could think 5 groups of 6 is 30 and 2 more groups of 6 is 12 and 30 + 12 = 42 (informal use of the distributive property)]. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**Grade 4 Content Standards**
CONTENT STANDARD	**M.4.NBT.**	**Number and Operations in Base Ten (4.NBT)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.4.NBT.A.**	**Generalize place value understanding for multi-digit whole numbers.**

DESCRIPTOR / FOCUS AREA	M.4.NBT.A.2.	Read and write multi-digit whole numbers using base-ten numerals, number names, and expanded form. Compare two multi-digit numbers based on meanings of the digits in each place and describe the result of the comparison using words and symbols (>, =, and <). **Alliance to Save Energy** 3-5 Shower Audit Calculations
DESCRIPTOR / FOCUS AREA	M.4.NBT.A.3.	Use place value understanding to generate estimates for real-world problem situations, with multi-digit whole numbers, using strategies such as mental math, benchmark numbers, compatible numbers, and rounding. Assess the reasonableness of their estimates. (e.g., Is my estimate too low or too high? What degree of precision do I need for this situation?) **Alliance to Save Energy** 3-5 Energy Audit Video

DOMAIN		Grade 4 Content Standards
CONTENT STANDARD	**M.4.NBT.**	**Number and Operations in Base Ten (4.NBT)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.4.NBT.B.**	**Use place value understanding and properties of operations to perform multi-digit arithmetic.**
DESCRIPTOR / FOCUS AREA	M.4.NBT.B.4.	Flexibly and efficiently add and subtract multi-digit whole numbers using strategies or algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction. **Alliance to Save Energy** Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DESCRIPTOR / FOCUS AREA	M.4.NBT.B.5.	Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models. **Alliance to Save Energy** 3-5 Energy Audit Video 3-5 Shower Audit Calculations

DOMAIN		Grade 4 Content Standards
CONTENT STANDARD	**M.4.NF.**	**Number and Operations – Fractions (4.NF)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.4.NF.B.**	**Build fractions from unit fractions by applying and extending previous understandings of operations on whole numbers.**
DESCRIPTOR / FOCUS AREA	**M.4.NF.B.4.**	**Apply and extend previous understandings of multiplication to multiply a whole number times a fraction.**
LEARNING CONTINUUM	M.4.NF.B.4.a.	Understand a fraction as a group of unit fractions or as a multiple of a unit fraction. **Alliance to Save Energy** 3-5 Shower Audit Calculations
LEARNING CONTINUUM	M.4.NF.B.4.b.	Represent a whole number times a non-unit fraction (e.g., 3 x 2/5) using visual fraction models and understand this as combining equal groups of the non-unit fraction (3 groups of 2/5) and as a collection of unit fractions (6 groups of 1/5), recognizing this product as 6/5. **Alliance to Save Energy** 3-5 Shower Audit Calculations
LEARNING CONTINUUM	M.4.NF.B.4.c.	Solve word problems involving multiplication of a whole number times a fraction by using visual fraction models and equations to represent the problem. Understand a reasonable answer range when multiplying with fractions. **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN		Grade 5 Content Standards
CONTENT STANDARD	M.5.NBT.	Number and Operations in Base Ten (5.NBT)
PERFORMANCE STANDARD / LEARNING PRIORITY	M.5.NBT.A.	Understand the place value system.
DESCRIPTOR / FOCUS AREA	M.5.NBT.A.4.	Use place value understanding to generate estimates for problems in real-world situations, with decimals, using strategies such as mental math, benchmark numbers, compatible numbers, and rounding. Assess the reasonableness of their estimates (e.g. Is my estimate too low or too high? What degree of precision do I need for this situation? **Alliance to Save Energy** 3-5 Energy Audit Video

DOMAIN		Grade 5 Content Standards
CONTENT STANDARD	M.5.NBT.	Number and Operations in Base Ten (5.NBT)
PERFORMANCE STANDARD / LEARNING PRIORITY	M.5.NBT.B.	Perform operations with multi-digit whole numbers and with decimals to hundredths.
DESCRIPTOR / FOCUS AREA	M.5.NBT.B.5.	Flexibly and efficiently multiply multi-digit whole numbers using strategies or algorithms based on place value, area models, and the properties of operations. **Alliance to Save Energy** Appliance Audit Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN		Grade 5 Content Standards
CONTENT STANDARD	M.5.NF.	Number and Operations – Fractions (5.NF)
PERFORMANCE STANDARD / LEARNING PRIORITY	M.5.NF.A.	Use equivalent fractions as a strategy to add and subtract fractions.
DESCRIPTOR / FOCUS AREA	M.5.NF.A.2.	Solve word problems involving addition and subtraction of fractions referring to the same whole 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. **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN		Grade 5 Content Standards
CONTENT STANDARD	M.5.NF.	Number and Operations – Fractions (5.NF)
PERFORMANCE STANDARD / LEARNING PRIORITY	M.5.NF.B.	Apply and extend previous understandings of multiplication and division to multiply and divide fractions.

DESCRIPTOR / FOCUS AREA	M.5.NF.B.3.	Interpret a fraction as an equal sharing division situation, where a quantity (the numerator) is divided into equal parts (the denominator). Solve word problems involving division of whole numbers leading to answers in the form of fractions or mixed numbers, by using visual fraction models (e.g., tape diagrams or area models) or equations to represent the problem. **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN		**Grade 5 Content Standards**
CONTENT STANDARD	**M.5.NF.**	**Number and Operations – Fractions (5.NF)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.5.NF.B.**	**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**
DESCRIPTOR / FOCUS AREA	**M.5.NF.B.4.**	**Apply and extend previous understandings of multiplication to multiply a fraction times a whole number (e.g., 2/3 x 4) or a fraction times a fraction (e.g., 2/3 x 4/5), including mixed numbers.**
LEARNING CONTINUUM	M.5.NF.B.4.a.	Represent word problems involving multiplication of fractions using visual models to develop flexible and efficient strategies. **Alliance to Save Energy** 3-5 Shower Audit Calculations
LEARNING CONTINUUM	M.5.NF.B.4.b.	Find the area of a rectangle with fractional side lengths by tiling it with unit squares of the appropriate unit fraction side lengths, and show that the area is the same as would be found by multiplying the side lengths. Multiply fractional side lengths to find areas of rectangles, and represent fraction products as rectangular areas. **Alliance to Save Energy** 3-5 Shower Audit Calculations

DOMAIN		**Grade 5 Content Standards**
CONTENT STANDARD	**M.5.NF.**	**Number and Operations – Fractions (5.NF)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.5.NF.B.**	**Apply and extend previous understandings of multiplication and division to multiply and divide fractions.**
DESCRIPTOR / FOCUS AREA	M.5.NF.B.6.	Solve real-world problems involving multiplication of fractions and mixed numbers by using visual fraction models (e.g., tape diagrams, area models, or number lines) and equations to represent the problem. Use benchmark fractions and number sense of fractions to estimate mentally and assess the reasonableness of answers. **Alliance to Save Energy** 3-5 Shower Audit Calculations

Wisconsin Academic Standards

Mathematics

Grade: **7** - Adopted: **2021**

DOMAIN		**Grade 7 Content Standards**
CONTENT STANDARD	**M.7.NS.**	**The Number System (7.NS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.7.NS.A.**	**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**

DESCRIPTOR / FOCUS AREA	**M.7.NS.A.2.**	**Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.**
LEARNING CONTINUUM	M.7.NS.A.2.a.	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as (-1)(-1) = 1 and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts. **Alliance to Save Energy** 6-12 Shower Audit Calculations
LEARNING CONTINUUM	M.7.NS.A.2.c.	Apply properties of operations as strategies to multiply and divide rational numbers. **Alliance to Save Energy** 6-12 Shower Audit Calculations

DOMAIN **Grade 7 Content Standards**

CONTENT STANDARD	**M.7.NS.**	**The Number System (7.NS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.7.NS.A.**	**Apply and extend previous understandings of operations with fractions to add, subtract, multiply, and divide rational numbers.**
DESCRIPTOR / FOCUS AREA	M.7.NS.A.3.	Solve real-world and mathematical problems involving the four operations with rational numbers. (Note: Computations with rational numbers extend the rules for manipulating fractions to complex fractions.) **Alliance to Save Energy** 6-12 Shower Audit Calculations

DOMAIN **Grade 7 Content Standards**

CONTENT STANDARD	**M.7.EE.**	**The Expressions and Equations (7.EE)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.7.EE.B.**	**Solve real-life and mathematical problems using numerical and algebraic expressions and equations. (M)**
DESCRIPTOR / FOCUS AREA	M.7.EE.B.3.	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. **Alliance to Save Energy** 6-12 Shower Audit Calculations

Wisconsin Academic Standards

Mathematics

Grade: **9** - Adopted: **2021**

DOMAIN **Statistics and Probability (SP)**

CONTENT STANDARD	**M.SP.ID.**	**Interpreting Categorical and Quantitative Data (S-ID)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.SP.ID.B.**	**Summarize, represent, and interpret data on two categorical and quantitative variables. (M)**

DESCRIPTOR / FOCUS AREA	M.SP.ID.B.5.	(F2Y) 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 as examples of proportionality and disproportionality). Recognize possible associations and trends in the data. **Alliance to Save Energy** 9-12 Energy Audit Video

Wisconsin Academic Standards
Mathematics
Grade: **10** - Adopted: **2021**

DOMAIN **Statistics and Probability (SP)**

CONTENT STANDARD	**M.SP.ID.**	**Interpreting Categorical and Quantitative Data (S-ID)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.SP.ID.B.**	**Summarize, represent, and interpret data on two categorical and quantitative variables. (M)**

DESCRIPTOR / FOCUS AREA	M.SP.ID.B.5.	(F2Y) 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 as examples of proportionality and disproportionality). Recognize possible associations and trends in the data. **Alliance to Save Energy** 9-12 Energy Audit Video

Wisconsin Academic Standards
Mathematics
Grade: **11** - Adopted: **2021**

DOMAIN **Statistics and Probability (SP)**

CONTENT STANDARD	**M.SP.ID.**	**Interpreting Categorical and Quantitative Data (S-ID)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.SP.ID.B.**	**Summarize, represent, and interpret data on two categorical and quantitative variables. (M)**

DESCRIPTOR / FOCUS AREA	M.SP.ID.B.5.	(F2Y) 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 as examples of proportionality and disproportionality). Recognize possible associations and trends in the data. **Alliance to Save Energy** 9-12 Energy Audit Video

Wisconsin Academic Standards
Mathematics
Grade: **12** - Adopted: **2021**

DOMAIN **Statistics and Probability (SP)**

CONTENT STANDARD	**M.SP.ID.**	**Interpreting Categorical and Quantitative Data (S-ID)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**M.SP.ID.B.**	**Summarize, represent, and interpret data on two categorical and quantitative variables. (M)**

DESCRIPTOR / FOCUS AREA	M.SP.ID.B.5.	(F2Y) 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 as examples of proportionality and disproportionality). Recognize possible associations and trends in the data. **Alliance to Save Energy** 9-12 Energy Audit Video

Wisconsin Academic Standards

Science

Grade: **K** - Adopted: **2017**

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 3.**	**Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 3.A.**	**Planning and Conducting Investigations – Students plan and carry out simple investigations, based on fair tests, which provide data to support explanations or design solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP3.A.K-2.3.	Evaluate different ways of observing and measuring a phenomenon to determine which way can answer the question being studied. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Do We Save Energy? (Home) How Do We Save Energy? (School)
LEARNING CONTINUUM	SCI.SEP 3.A.K-2.4.	Make observations (firsthand or from media) and measurements to collect data that can be used to make comparisons. **Alliance to Save Energy** 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) What Uses Energy (Home) What Uses Energy (School)
LEARNING CONTINUUM	SCI.SEP 3.A.K-2.5.	Make observations (firsthand or from media) and measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. **Alliance to Save Energy** 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) What Uses Energy (Home) What Uses Energy (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students collect, record, and share observations. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.1.	Record information (observations, thoughts, and ideas). **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Do We Save Energy? (Home) How Do We Save Energy? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.2.	Use and share pictures, drawings, or writings of observations. **Alliance to Save Energy** Who Helps Save Energy? (Home) Who Helps Save Energy? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.3.	Use observations (firsthand or from media) to describe patterns or relationships in the natural and designed worlds in order to answer scientific questions and solve problems. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.4.	Compare predictions (based on prior experiences) to what occurred (observable events). **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.5.	Analyze data from tests of an object or tool to determine if the object or tool works as intended. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students recognize that mathematics can be used to describe the natural and designed world. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 5.A.K-2.3.	Use qualitative and/or quantitative data to compare two alternative solutions to a problem. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 6.**	**Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 6.A.**	**Construct an Explanation – Students use evidence and ideas in constructing evidence-based accounts of natural phenomena. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 6.A.K-2.1.	Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students use observations and texts to communicate new information. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.K-2.4.	Communicate information or design ideas and solutions with others in oral or written forms. Use models, drawings, writing, or numbers that provide detail about scientific ideas, practices, or design ideas. **Alliance to Save Energy** Holiday Fun! (Home) Holiday Fun! (School) How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Do We Save Energy? (Home) How Do We Save Energy? (School) How Is Energy Made? (Home) How Is Energy Made? (School) Student Presentation (Home) Student Presentation (School) What Uses Energy (Home) What Uses Energy (School) What is Energy? (Home) What is Energy? (School) What is Sustainability? (Home) What is Sustainability? (School) When is Energy Used? (Home) When is Energy Used? (School) Who Helps Save Energy? (Home) Who Helps Save Energy? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS3.D.**	**Energy in Chemical Processes and Everyday Life**

LEARNING CONTINUUM	SCI.PS3.D.K.	Sunlight warms 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)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS4.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS4.A.**	**Wave Properties**

LEARNING CONTINUUM	SCI.PS4.A.1.	Sound can make matter vibrate, and vibrating matter can make sound. **Alliance to Save Energy** What is Energy? (Home) What is Energy? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.C.**	**The Roles of Water in Earth's Surface Processes**

LEARNING CONTINUUM	SCI.ESS2.C.2.	Water is found in many types of places and in different forms on Earth. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.A.**	**Natural Resources**

LEARNING CONTINUUM	SCI.ESS3.A.K.	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Is Energy Made? (Home) How Is Energy Made? (School) What is Sustainability? (Home) What is Sustainability? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.C.**	**Human Impacts on Earth Systems**
LEARNING CONTINUUM	SCI.ESS3.C.K.	Things people do can affect the environment but they can make choices to reduce their impacts. **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) 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)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2.A.K-2.	Science and engineering involve the use of tools to observe and measure things. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Is Energy Made? (Home) How Is Energy Made? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.B.**	**Influence of Engineering, Technology, and Science on Society and the Natural World**
LEARNING CONTINUUM	SCI.ETS2 .B.K-2.2.	Taking natural materials to make things impacts the environment. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) What is Sustainability? (Home) What is Sustainability? (School)

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ETS .**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.C.**	**Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems**
LEARNING CONTINUUM	SCI.ETS3 .C.K-2.1.	Science and engineers use many approaches to answer questions about the natural world and solve problems. **Alliance to Save Energy** 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) What Uses Energy (Home) What Uses Energy (School)

Wisconsin Academic Standards

Science

Grade: **1** - Adopted: **2017**

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 3.**	**Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 3.A.**	**Planning and Conducting Investigations – Students plan and carry out simple investigations, based on fair tests, which provide data to support explanations or design solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP3 .A.K-2.3.	Evaluate different ways of observing and measuring a phenomenon to determine which way can answer the question being studied. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Do We Save Energy? (Home) How Do We Save Energy? (School)

LEARNING CONTINUUM	SCI.SEP 3.A.K-2.4.	Make observations (firsthand or from media) and measurements to collect data that can be used to make comparisons. **Alliance to Save Energy** 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) What Uses Energy (Home) What Uses Energy (School)
LEARNING CONTINUUM	SCI.SEP 3.A.K-2.5.	Make observations (firsthand or from media) and measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. **Alliance to Save Energy** 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) What Uses Energy (Home) What Uses Energy (School)
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students collect, record, and share observations. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.1.	Record information (observations, thoughts, and ideas). **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Do We Save Energy? (Home) How Do We Save Energy? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.2.	Use and share pictures, drawings, or writings of observations. **Alliance to Save Energy** Who Helps Save Energy? (Home) Who Helps Save Energy? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.3.	Use observations (firsthand or from media) to describe patterns or relationships in the natural and designed worlds in order to answer scientific questions and solve problems. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)

LEARNING CONTINUUM	SCI.SEP 4.A.K-2.4.	Compare predictions (based on prior experiences) to what occurred (observable events). **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.5.	Analyze data from tests of an object or tool to determine if the object or tool works as intended. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students recognize that mathematics can be used to describe the natural and designed world. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 5.A.K-2.3.	Use qualitative and/or quantitative data to compare two alternative solutions to a problem. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 6.**	**Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 6.A.**	**Construct an Explanation – Students use evidence and ideas in constructing evidence-based accounts of natural phenomena. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 6.A.K-2.1.	Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students use observations and texts to communicate new information. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 8.A.K-2.4.	Communicate information or design ideas and solutions with others in oral or written forms. Use models, drawings, writing, or numbers that provide detail about scientific ideas, practices, or design ideas. **Alliance to Save Energy** Holiday Fun! (Home) Holiday Fun! (School) How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Do We Save Energy? (Home) How Do We Save Energy? (School) How Is Energy Made? (Home) How Is Energy Made? (School) Student Presentation (Home) Student Presentation (School) What Uses Energy (Home) What Uses Energy (School) What is Energy? (Home) What is Energy? (School) What is Sustainability? (Home) What is Sustainability? (School) When is Energy Used? (Home) When is Energy Used? (School) Who Helps Save Energy? (Home) Who Helps Save Energy? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS3.D.**	**Energy in Chemical Processes and Everyday Life**
LEARNING CONTINUUM	SCI.PS3.D.K.	Sunlight warms 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)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS4.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS4.A.**	**Wave Properties**
LEARNING CONTINUUM	SCI.PS4.A.1.	Sound can make matter vibrate, and vibrating matter can make sound. **Alliance to Save Energy** What is Energy? (Home) What is Energy? (School)

DOMAIN	**WI.SCI.**	**Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 2.C.**	**The Roles of Water in Earth's Surface Processes**
LEARNING CONTINUUM	SCI.ESS2.C.2.	Water is found in many types of places and in different forms on Earth. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.A.**	**Natural Resources**
LEARNING CONTINUUM	SCI.ESS3.A.K.	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Is Energy Made? (Home) How Is Energy Made? (School) What is Sustainability? (Home) What is Sustainability? (School)

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.C.**	**Human Impacts on Earth Systems**

LEARNING CONTINUUM	SCI.ESS3.C.K.	Things people do can affect the environment but they can make choices to reduce their impacts. **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) 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)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2.A.K-2.	Science and engineering involve the use of tools to observe and measure things. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Is Energy Made? (Home) How Is Energy Made? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.B.**	**Influence of Engineering, Technology, and Science on Society and the Natural World**
LEARNING CONTINUUM	SCI.ETS2.B.K-2.2.	Taking natural materials to make things impacts the environment. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) What is Sustainability? (Home) What is Sustainability? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.C.**	**Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems**
LEARNING CONTINUUM	SCI.ETS3 .C.K-2.1.	Science and engineers use many approaches to answer questions about the natural world and solve problems. **Alliance to Save Energy** 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) What Uses Energy (Home) What Uses Energy (School)

Wisconsin Academic Standards

Science

Grade: **2** - Adopted: **2017**

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 3.**	**Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 3.A.**	**Planning and Conducting Investigations – Students plan and carry out simple investigations, based on fair tests, which provide data to support explanations or design solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP3 .A.K-2.3.	Evaluate different ways of observing and measuring a phenomenon to determine which way can answer the question being studied. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Do We Save Energy? (Home) How Do We Save Energy? (School)
LEARNING CONTINUUM	SCI.SEP 3.A.K-2.4.	Make observations (firsthand or from media) and measurements to collect data that can be used to make comparisons. **Alliance to Save Energy** 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) What Uses Energy (Home) What Uses Energy (School)

LEARNING CONTINUUM	SCI.SEP 3.A.K-2.5.	Make observations (firsthand or from media) and measurements of a proposed object or tool or solution to determine if it solves a problem or meets a goal. **Alliance to Save Energy** 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) What Uses Energy (Home) What Uses Energy (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students collect, record, and share observations. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.1.	Record information (observations, thoughts, and ideas). **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Do We Save Energy? (Home) How Do We Save Energy? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.2.	Use and share pictures, drawings, or writings of observations. **Alliance to Save Energy** Who Helps Save Energy? (Home) Who Helps Save Energy? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.3.	Use observations (firsthand or from media) to describe patterns or relationships in the natural and designed worlds in order to answer scientific questions and solve problems. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.4.	Compare predictions (based on prior experiences) to what occurred (observable events). **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)
LEARNING CONTINUUM	SCI.SEP 4.A.K-2.5.	Analyze data from tests of an object or tool to determine if the object or tool works as intended. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)

DOMAIN	**WI.SCI.**	**Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students recognize that mathematics can be used to describe the natural and designed world. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 5.A.K-2.3.	Use qualitative and/or quantitative data to compare two alternative solutions to a problem. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 6.**	**Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 6.A.**	**Construct an Explanation – Students use evidence and ideas in constructing evidence-based accounts of natural phenomena. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 6.A.K-2.1.	Use information from observations (firsthand and from media) to construct an evidence-based account for natural phenomena. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students use observations and texts to communicate new information. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 8.A.K-2.4.	Communicate information or design ideas and solutions with others in oral or written forms. Use models, drawings, writing, or numbers that provide detail about scientific ideas, practices, or design ideas. **Alliance to Save Energy** Holiday Fun! (Home) Holiday Fun! (School) How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Do We Save Energy? (Home) How Do We Save Energy? (School) How Is Energy Made? (Home) How Is Energy Made? (School) Student Presentation (Home) Student Presentation (School) What Uses Energy (Home) What Uses Energy (School) What is Energy? (Home) What is Energy? (School) What is Sustainability? (Home) What is Sustainability? (School) When is Energy Used? (Home) When is Energy Used? (School) Who Helps Save Energy? (Home) Who Helps Save Energy? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS3.D.**	**Energy in Chemical Processes and Everyday Life**
LEARNING CONTINUUM	SCI.PS3.D.K.	Sunlight warms 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)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS4.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of waves and their applications in technologies for information transfer to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS4.A.**	**Wave Properties**
LEARNING CONTINUUM	SCI.PS4.A.1.	Sound can make matter vibrate, and vibrating matter can make sound. **Alliance to Save Energy** What is Energy? (Home) What is Energy? (School)

DOMAIN	**WI.SCI.**	**Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 2.C.**	**The Roles of Water in Earth's Surface Processes**

LEARNING CONTINUUM	SCI.ESS2.C.2.	Water is found in many types of places and in different forms on Earth. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School)

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.A.**	**Natural Resources**

LEARNING CONTINUUM	SCI.ESS3.A.K.	Living things need water, air, and resources from the land, and they live in places that have the things they need. Humans use natural resources for everything they do. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Is Energy Made? (Home) How Is Energy Made? (School) What is Sustainability? (Home) What is Sustainability? (School)

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.C.**	**Human Impacts on Earth Systems**

LEARNING CONTINUUM	SCI.ESS3.C.K.	Things people do can affect the environment but they can make choices to reduce their impacts. **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) 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)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2.A.K-2.	Science and engineering involve the use of tools to observe and measure things. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) How Is Energy Made? (Home) How Is Energy Made? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.B.**	**Influence of Engineering, Technology, and Science on Society and the Natural World**
LEARNING CONTINUUM	SCI.ETS2.B.K-2.2.	Taking natural materials to make things impacts the environment. **Alliance to Save Energy** How Are Energy & Water Related? (Home) How Are Energy & Water Related? (School) What is Sustainability? (Home) What is Sustainability? (School)

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.C.**	**Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems**
LEARNING CONTINUUM	SCI.ETS3.C.K-2.1.	Science and engineers use many approaches to answer questions about the natural world and solve problems. **Alliance to Save Energy** 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) What Uses Energy (Home) What Uses Energy (School)

Wisconsin Academic Standards

Science

Grade: **3** - Adopted: **2017**

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC3.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Scale, Proportion, and Quantity**
LEARNING CONTINUUM	SCI.CC3.3-5.	Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as mass, time, temperature, and volume. **Alliance to Save Energy** HVAC Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC4.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Systems and System Models**
LEARNING CONTINUUM	SCI.CC4.3-5.	Students understand a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They also describe a system in terms of its components and their interactions. **Alliance to Save Energy** 3-5 Climate Video Amelia Airflow 3-5

DOMAIN	**WI.SCI.**	**Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 2.**	**Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 2.A.**	**Developing Models – Students build and revise simple models and use models to represent events and design solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP2.A.3-5.5.	Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project Amelia Airflow 3-5 Lighting Audit My Future Green Career Presentation Poster Campaign Water Awareness Posters

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 3.**	**Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 3.A.**	**Planning and Conducting Investigations – Students plan and carry out investigations that control variables and provide evidence to support explanations or design solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP3.A.3-5.2.	Evaluate appropriate methods and tools for collecting data. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students begin to use quantitative approaches to collect data and conduct multiple trials of qualitative observations. (When possible, digital tools should be used.) This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.1.	Represent data in tables or various graphical displays (bar graphs, pictographs, and pie charts) to reveal patterns that indicate relationships. **Alliance to Save Energy** Carbon Footprint Calculator

LEARNING CONTINUUM	SCI.SEP 4.A.3-5.2.	Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, or computation. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.3.	Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.4.	Analyze data to refine a problem statement or the design of a proposed object, tool, or process. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.5.	Use data to evaluate and refine design solutions. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students extend quantitative measurements to a variety of physical properties, using computation and mathematics to analyze data and compare alternative design solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 5.A.3-5.1.	Organize simple data sets to reveal patterns that suggest relationships. **Alliance to Save Energy** Carbon Footprint Calculator
LEARNING CONTINUUM	SCI.SEP 5.A.3-5.2.	Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit Carbon Footprint Calculator HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.3-5.3.	Create and use graphs or charts generated from simple algorithms to compare alternative solutions to an engineering problem. **Alliance to Save Energy** Carbon Footprint Calculator
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 6.**	**Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 6.A.**	**Construct an Explanation – Students use evidence to construct explanations that specify variables which describe and predict phenomena. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 6.A.3-5.1.	Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge 3-8 Water Audit Amelia Airflow 3-5 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit My Future Green Career Presentation School Audit Staff Presentation Water Awareness Posters

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students evaluate the merit and accuracy of ideas and methods. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.1.	Read and comprehend grade-appropriate complex texts and other reliable media to summarize and obtain scientific and technical ideas, and describe how they are supported by evidence. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.2.	Compare and/or combine information across complex texts and other reliable media to support the engagement in scientific and engineering practices. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.3.	Combine information in written text with that contained in corresponding tables, diagrams, or charts to support the engagement in other scientific and engineering practices. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker

LEARNING CONTINUUM	SCI.SEP 8.A.3-5.4.	Obtain and combine information from books or other reliable media to explain phenomena or solutions to a design problem. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.5.	Communicate scientific and technical information orally or in written formats, including various forms of media, which may include tables, diagrams, and charts. **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge 3-8 Water Audit Amelia Airflow 3-5 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Career Guest Speaker HVAC Audit Home Energy Audit Lighting Audit My Future Green Career Presentation Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS3.B.**	**Conservation of Energy and Energy Transfer**
LEARNING CONTINUUM	SCI.PS3.B.4.	Energy can be moved from place to place by moving objects, or through sound, light, or electrical currents. Energy can be converted from one form to another form. **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
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 2.A.**	**Earth Materials and Systems**
LEARNING CONTINUUM	SCI.ESS2 .A.4,5.	Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around. **Alliance to Save Energy** 3-5 Climate Video

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 2.D.**	**Weather and Climate**
LEARNING CONTINUUM	SCI.ESS2 .D.3.	Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed. **Alliance to Save Energy** 3-5 Climate Video

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.A.**	**Natural Resources**
LEARNING CONTINUUM	SCI.ESS3 .A.4.	Energy and fuels humans use are derived from natural sources, and their use affects the environment. Some resources are renewable over time, others are not. **Alliance to Save Energy** 3-5 Climate Video 3-5 Energy Basics Video 3-5 Explore Renewables Energy Poster Project 3-5 Explore Renewables Video 3-5 Understanding Energy Demand Video 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.C.**	**Human Impacts on Earth Systems**
LEARNING CONTINUUM	SCI.ESS3 .C.5.	Societal activities have had major effects on the land, ocean, atmosphere, and even outer space. Societal activities can also help protect Earth's resources and environments. **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Climate Video 3-5 Energy Audit Video 3-5 Energy Basics Video 3-5 Environmental Justice Video 3-5 Explore Renewables Video 3-5 Final Presentation & Peer Performance 3-5 Green Your Career Video 3-5 My Future Green Career 3-5 Understanding Energy Demand Video 3-8 Custodial Presentation & Pledge 3-8 Water Audit Amelia Airflow 3-5 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Career Guest Speaker HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS .**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2 .A.3-5.2.	Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World
LEARNING CONTINUUM	SCI.ETS2.B.3-5.1.	People's needs and wants change over time, as do their demands for new and improved technologies. **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Environmental Justice Video 3-5 Explore Renewables Video
LEARNING CONTINUUM	SCI.ETS2.B.3-5.2.	Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. **Alliance to Save Energy** 3-5 Green Your Career Video
LEARNING CONTINUUM	SCI.ETS2.B.3-5.3.	When new technologies become available, they can bring about changes in the way people live and interact with one another. **Alliance to Save Energy** 3-5 Climate Video 3-5 Energy Basics Video 3-5 Environmental Justice Video 3-5 Explore Renewables Video 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.A.	Science and Engineering Are Human Endeavors
LEARNING CONTINUUM	SCI.ETS3.A.3-5.2.	People use the tools and practices of science and engineering in many different situations (e.g. land managers, technicians, nurses and welders). **Alliance to Save Energy** 3-5 Green Your Career Video 3-5 My Future Green Career Green Career Guest Speaker My Future Green Career Presentation

LEARNING CONTINUUM	SCI.ETS3.A.3-5.3.	Science and engineering affect everyday life. **Alliance to Save Energy** 3-5 Climate Video 3-5 Explore Renewables Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.B.**	**Science and Engineering Are Unique Ways of Thinking with Different Purposes**

LEARNING CONTINUUM	SCI.ETS3.B.3-5.1.	Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding. **Alliance to Save Energy** 3-5 Environmental Justice Video

LEARNING CONTINUUM	SCI.ETS3.B.3-5.4.	Engineering solutions often have drawbacks as well as benefits. **Alliance to Save Energy** 3-5 Climate Video 3-5 Energy Basics Video 3-5 Environmental Justice Video 3-5 Explore Renewables Video 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.C.**	**Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems**

LEARNING CONTINUUM	SCI.ETS3.C.3-5.1.	The products of science and engineering are not developed through one set “scientific method” or “engineering design process.” Instead, they use a variety of approaches described in the Science and Engineering Practices. **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

LEARNING CONTINUUM	SCI.ETS3.C.3-5.2.	Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence. **Alliance to Save Energy** 3-5 Environmental Justice Video

Wisconsin Academic Standards

Science

Grade: **4** - Adopted: **2017**

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC3.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Scale, Proportion, and Quantity**
LEARNING CONTINUUM	SCI.CC3.3-5.	Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as mass, time, temperature, and volume. **Alliance to Save Energy** HVAC Audit School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC4.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Systems and System Models**
LEARNING CONTINUUM	SCI.CC4.3-5.	Students understand a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They also describe a system in terms of its components and their interactions. **Alliance to Save Energy** 3-5 Climate Video Amelia Airflow 3-5

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP2.**	**Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP2.A.**	**Developing Models – Students build and revise simple models and use models to represent events and design solutions. This includes the following:**

LEARNING CONTINUUM	SCI.SEP2.A.3-5.5.	Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project Amelia Airflow 3-5 Lighting Audit My Future Green Career Presentation Poster Campaign Water Awareness Posters

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 3.**	**Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 3.A.**	**Planning and Conducting Investigations – Students plan and carry out investigations that control variables and provide evidence to support explanations or design solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP3.A.3-5.2.	Evaluate appropriate methods and tools for collecting data. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students begin to use quantitative approaches to collect data and conduct multiple trials of qualitative observations. (When possible, digital tools should be used.) This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.1.	Represent data in tables or various graphical displays (bar graphs, pictographs, and pie charts) to reveal patterns that indicate relationships. **Alliance to Save Energy** Carbon Footprint Calculator

LEARNING CONTINUUM	SCI.SEP 4.A.3-5.2.	Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, or computation. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.3.	Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.4.	Analyze data to refine a problem statement or the design of a proposed object, tool, or process. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.5.	Use data to evaluate and refine design solutions. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students extend quantitative measurements to a variety of physical properties, using computation and mathematics to analyze data and compare alternative design solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 5.A.3-5.1.	Organize simple data sets to reveal patterns that suggest relationships. **Alliance to Save Energy** Carbon Footprint Calculator
LEARNING CONTINUUM	SCI.SEP 5.A.3-5.2.	Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit Carbon Footprint Calculator HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.3-5.3.	Create and use graphs or charts generated from simple algorithms to compare alternative solutions to an engineering problem. **Alliance to Save Energy** Carbon Footprint Calculator
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 6.**	**Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 6.A.**	**Construct an Explanation – Students use evidence to construct explanations that specify variables which describe and predict phenomena. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 6.A.3-5.1.	Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge 3-8 Water Audit Amelia Airflow 3-5 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit My Future Green Career Presentation School Audit Staff Presentation Water Awareness Posters

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students evaluate the merit and accuracy of ideas and methods. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.1.	Read and comprehend grade-appropriate complex texts and other reliable media to summarize and obtain scientific and technical ideas, and describe how they are supported by evidence. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.2.	Compare and/or combine information across complex texts and other reliable media to support the engagement in scientific and engineering practices. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.3.	Combine information in written text with that contained in corresponding tables, diagrams, or charts to support the engagement in other scientific and engineering practices. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker

LEARNING CONTINUUM	SCI.SEP 8.A.3-5.4.	Obtain and combine information from books or other reliable media to explain phenomena or solutions to a design problem. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.5.	Communicate scientific and technical information orally or in written formats, including various forms of media, which may include tables, diagrams, and charts. **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge 3-8 Water Audit Amelia Airflow 3-5 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Career Guest Speaker HVAC Audit Home Energy Audit Lighting Audit My Future Green Career Presentation Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS3.B.**	**Conservation of Energy and Energy Transfer**
LEARNING CONTINUUM	SCI.PS3.B.4.	Energy can be moved from place to place by moving objects, or through sound, light, or electrical currents. Energy can be converted from one form to another form. **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
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 2.A.**	**Earth Materials and Systems**
LEARNING CONTINUUM	SCI.ESS2 .A.4,5.	Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around. **Alliance to Save Energy** 3-5 Climate Video

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 2.D.**	**Weather and Climate**
LEARNING CONTINUUM	SCI.ESS2 .D.3.	Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed. **Alliance to Save Energy** 3-5 Climate Video

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.A.**	**Natural Resources**
LEARNING CONTINUUM	SCI.ESS3 .A.4.	Energy and fuels humans use are derived from natural sources, and their use affects the environment. Some resources are renewable over time, others are not. **Alliance to Save Energy** 3-5 Climate Video 3-5 Energy Basics Video 3-5 Explore Renewables Energy Poster Project 3-5 Explore Renewables Video 3-5 Understanding Energy Demand Video 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.C.**	**Human Impacts on Earth Systems**
LEARNING CONTINUUM	SCI.ESS3 .C.5.	Societal activities have had major effects on the land, ocean, atmosphere, and even outer space. Societal activities can also help protect Earth's resources and environments. **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Climate Video 3-5 Energy Audit Video 3-5 Energy Basics Video 3-5 Environmental Justice Video 3-5 Explore Renewables Video 3-5 Final Presentation & Peer Performance 3-5 Green Your Career Video 3-5 My Future Green Career 3-5 Understanding Energy Demand Video 3-8 Custodial Presentation & Pledge 3-8 Water Audit Amelia Airflow 3-5 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Career Guest Speaker HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS .**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2 .A.3-5.2.	Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World
LEARNING CONTINUUM	SCI.ETS2.B.3-5.1.	People's needs and wants change over time, as do their demands for new and improved technologies. **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Environmental Justice Video 3-5 Explore Renewables Video
LEARNING CONTINUUM	SCI.ETS2.B.3-5.2.	Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. **Alliance to Save Energy** 3-5 Green Your Career Video
LEARNING CONTINUUM	SCI.ETS2.B.3-5.3.	When new technologies become available, they can bring about changes in the way people live and interact with one another. **Alliance to Save Energy** 3-5 Climate Video 3-5 Energy Basics Video 3-5 Environmental Justice Video 3-5 Explore Renewables Video 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.A.	Science and Engineering Are Human Endeavors
LEARNING CONTINUUM	SCI.ETS3.A.3-5.2.	People use the tools and practices of science and engineering in many different situations (e.g. land managers, technicians, nurses and welders). **Alliance to Save Energy** 3-5 Green Your Career Video 3-5 My Future Green Career Green Career Guest Speaker My Future Green Career Presentation

LEARNING CONTINUUM	SCI.ETS3.A.3-5.3.	Science and engineering affect everyday life. **Alliance to Save Energy** 3-5 Climate Video 3-5 Explore Renewables Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.B.**	**Science and Engineering Are Unique Ways of Thinking with Different Purposes**

LEARNING CONTINUUM	SCI.ETS3.B.3-5.1.	Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding. **Alliance to Save Energy** 3-5 Environmental Justice Video

LEARNING CONTINUUM	SCI.ETS3.B.3-5.4.	Engineering solutions often have drawbacks as well as benefits. **Alliance to Save Energy** 3-5 Climate Video 3-5 Energy Basics Video 3-5 Environmental Justice Video 3-5 Explore Renewables Video 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.C.**	**Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems**

LEARNING CONTINUUM	SCI.ETS3.C.3-5.1.	The products of science and engineering are not developed through one set “scientific method” or “engineering design process.” Instead, they use a variety of approaches described in the Science and Engineering Practices. **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

LEARNING CONTINUUM	SCI.ETS3.C.3-5.2.	Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence. **Alliance to Save Energy** 3-5 Environmental Justice Video

Wisconsin Academic Standards

Science

Grade: **5** - Adopted: **2017**

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC3.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Scale, Proportion, and Quantity**
LEARNING CONTINUUM	SCI.CC3.3-5.	Students recognize natural objects and observable phenomena exist from the very small to the immensely large. They use standard units to measure and describe physical quantities such as mass, time, temperature, and volume. **Alliance to Save Energy** HVAC Audit School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC4.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Systems and System Models**
LEARNING CONTINUUM	SCI.CC4.3-5.	Students understand a system is a group of related parts that make up a whole and can carry out functions its individual parts cannot. They also describe a system in terms of its components and their interactions. **Alliance to Save Energy** 3-5 Climate Video Amelia Airflow 3-5

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP2.**	**Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP2.A.**	**Developing Models – Students build and revise simple models and use models to represent events and design solutions. This includes the following:**

LEARNING CONTINUUM	SCI.SEP2.A.3-5.5.	Develop a diagram or simple physical prototype to convey a proposed object, tool, or process. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project Amelia Airflow 3-5 Lighting Audit My Future Green Career Presentation Poster Campaign Water Awareness Posters

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 3.**	**Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 3.A.**	**Planning and Conducting Investigations – Students plan and carry out investigations that control variables and provide evidence to support explanations or design solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP3.A.3-5.2.	Evaluate appropriate methods and tools for collecting data. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students begin to use quantitative approaches to collect data and conduct multiple trials of qualitative observations. (When possible, digital tools should be used.) This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.1.	Represent data in tables or various graphical displays (bar graphs, pictographs, and pie charts) to reveal patterns that indicate relationships. **Alliance to Save Energy** Carbon Footprint Calculator

LEARNING CONTINUUM	SCI.SEP 4.A.3-5.2.	Analyze and interpret data to make sense of phenomena, using logical reasoning, mathematics, or computation. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.3.	Compare and contrast data collected by different groups in order to discuss similarities and differences in their findings. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.4.	Analyze data to refine a problem statement or the design of a proposed object, tool, or process. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.3-5.5.	Use data to evaluate and refine design solutions. **Alliance to Save Energy** 3-5 Energy Audit Video 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students extend quantitative measurements to a variety of physical properties, using computation and mathematics to analyze data and compare alternative design solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 5.A.3-5.1.	Organize simple data sets to reveal patterns that suggest relationships. **Alliance to Save Energy** Carbon Footprint Calculator
LEARNING CONTINUUM	SCI.SEP 5.A.3-5.2.	Describe, measure, estimate, and/or graph quantities such as area, volume, weight, and time to address scientific and engineering questions and problems. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit Carbon Footprint Calculator HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.3-5.3.	Create and use graphs or charts generated from simple algorithms to compare alternative solutions to an engineering problem. **Alliance to Save Energy** Carbon Footprint Calculator
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 6.**	**Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 6.A.**	**Construct an Explanation – Students use evidence to construct explanations that specify variables which describe and predict phenomena. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 6.A.3-5.1.	Construct an explanation of observed relationships (e.g., the distribution of plants in the back yard). **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge 3-8 Water Audit Amelia Airflow 3-5 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit My Future Green Career Presentation School Audit Staff Presentation Water Awareness Posters

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students evaluate the merit and accuracy of ideas and methods. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.1.	Read and comprehend grade-appropriate complex texts and other reliable media to summarize and obtain scientific and technical ideas, and describe how they are supported by evidence. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.2.	Compare and/or combine information across complex texts and other reliable media to support the engagement in scientific and engineering practices. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.3.	Combine information in written text with that contained in corresponding tables, diagrams, or charts to support the engagement in other scientific and engineering practices. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker

LEARNING CONTINUUM	SCI.SEP 8.A.3-5.4.	Obtain and combine information from books or other reliable media to explain phenomena or solutions to a design problem. **Alliance to Save Energy** 3-5 Explore Renewables Energy Poster Project 3-5 My Future Green Career Green Career Guest Speaker
LEARNING CONTINUUM	SCI.SEP 8.A.3-5.5.	Communicate scientific and technical information orally or in written formats, including various forms of media, which may include tables, diagrams, and charts. **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Explore Renewables Energy Poster Project 3-5 Final Presentation & Peer Performance 3-5 My Future Green Career 3-8 Custodial Presentation & Pledge 3-8 Water Audit Amelia Airflow 3-5 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Career Guest Speaker HVAC Audit Home Energy Audit Lighting Audit My Future Green Career Presentation Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS3.B.**	**Conservation of Energy and Energy Transfer**
LEARNING CONTINUUM	SCI.PS3.B.4.	Energy can be moved from place to place by moving objects, or through sound, light, or electrical currents. Energy can be converted from one form to another form. **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
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 2.A.**	**Earth Materials and Systems**
LEARNING CONTINUUM	SCI.ESS2 .A.4,5.	Four major Earth systems interact. Rainfall helps to shape the land and affects the types of living things found in a region. Water, ice, wind, organisms, and gravity break rocks, soils, and sediments into smaller pieces and move them around. **Alliance to Save Energy** 3-5 Climate Video

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 2.D.**	**Weather and Climate**
LEARNING CONTINUUM	SCI.ESS2 .D.3.	Climate describes patterns of typical weather conditions over different scales and variations. Historical weather patterns can be analyzed. **Alliance to Save Energy** 3-5 Climate Video

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.A.**	**Natural Resources**
LEARNING CONTINUUM	SCI.ESS3 .A.4.	Energy and fuels humans use are derived from natural sources, and their use affects the environment. Some resources are renewable over time, others are not. **Alliance to Save Energy** 3-5 Climate Video 3-5 Energy Basics Video 3-5 Explore Renewables Energy Poster Project 3-5 Explore Renewables Video 3-5 Understanding Energy Demand Video 3-8 Custodial Presentation & Pledge Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.C.**	**Human Impacts on Earth Systems**
LEARNING CONTINUUM	SCI.ESS3 .C.5.	Societal activities have had major effects on the land, ocean, atmosphere, and even outer space. Societal activities can also help protect Earth's resources and environments. **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Climate Video 3-5 Energy Audit Video 3-5 Energy Basics Video 3-5 Environmental Justice Video 3-5 Explore Renewables Video 3-5 Final Presentation & Peer Performance 3-5 Green Your Career Video 3-5 My Future Green Career 3-5 Understanding Energy Demand Video 3-8 Custodial Presentation & Pledge 3-8 Water Audit Amelia Airflow 3-5 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Career Guest Speaker HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS .**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2 .A.3-5.2.	Tools and instruments are used to answer scientific questions, while scientific discoveries lead to the development of new technologies. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS2.	Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS2.B.	Influence of Engineering, Technology, and Science on Society and the Natural World
LEARNING CONTINUUM	SCI.ETS2.B.3-5.1.	People's needs and wants change over time, as do their demands for new and improved technologies. **Alliance to Save Energy** 3-5 Carbon Rank Competition 3-5 Environmental Justice Video 3-5 Explore Renewables Video
LEARNING CONTINUUM	SCI.ETS2.B.3-5.2.	Engineers improve existing technologies or develop new ones to increase their benefits, decrease known risks, and meet societal demands. **Alliance to Save Energy** 3-5 Green Your Career Video
LEARNING CONTINUUM	SCI.ETS2.B.3-5.3.	When new technologies become available, they can bring about changes in the way people live and interact with one another. **Alliance to Save Energy** 3-5 Climate Video 3-5 Energy Basics Video 3-5 Environmental Justice Video 3-5 Explore Renewables Video 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.ETS.	Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.ETS3.	Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.ETS3.A.	Science and Engineering Are Human Endeavors
LEARNING CONTINUUM	SCI.ETS3.A.3-5.2.	People use the tools and practices of science and engineering in many different situations (e.g. land managers, technicians, nurses and welders). **Alliance to Save Energy** 3-5 Green Your Career Video 3-5 My Future Green Career Green Career Guest Speaker My Future Green Career Presentation

LEARNING CONTINUUM	SCI.ETS3.A.3-5.3.	Science and engineering affect everyday life. **Alliance to Save Energy** 3-5 Climate Video 3-5 Explore Renewables Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.B.**	**Science and Engineering Are Unique Ways of Thinking with Different Purposes**

LEARNING CONTINUUM	SCI.ETS3.B.3-5.1.	Science and engineering are both bodies of knowledge and processes that add new knowledge to our understanding. **Alliance to Save Energy** 3-5 Environmental Justice Video

LEARNING CONTINUUM	SCI.ETS3.B.3-5.4.	Engineering solutions often have drawbacks as well as benefits. **Alliance to Save Energy** 3-5 Climate Video 3-5 Energy Basics Video 3-5 Environmental Justice Video 3-5 Explore Renewables Video 3-8 Custodial Presentation & Pledge Assembly Announcement Family Presentation Staff Presentation

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.C.**	**Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems**

LEARNING CONTINUUM	SCI.ETS3.C.3-5.1.	The products of science and engineering are not developed through one set “scientific method” or “engineering design process.” Instead, they use a variety of approaches described in the Science and Engineering Practices. **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

LEARNING CONTINUUM	SCI.ETS3.C.3-5.2.	Science explanations are based on a body of evidence and multiple tests, and describe the mechanisms for natural events. Science explanations can change based on new evidence. **Alliance to Save Energy** 3-5 Environmental Justice Video

Wisconsin Academic Standards

Science

Grade: **6** - Adopted: **2017**

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC1.**	**Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Patterns**
LEARNING CONTINUUM	SCI.CC1.m.	Students recognize macroscopic patterns are related to the nature of microscopic and atomic-level structure. They identify patterns in rates of change and other numerical relationships that provide information about natural and human-designed systems. They use patterns to identify cause and effect relationships and use graphs and charts to identify patterns in data. **Alliance to Save Energy** Carbon Footprint Calculator

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC3.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Scale, Proportion, and Quantity**
LEARNING CONTINUUM	SCI.CC3.m.	Students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations. **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC4.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.**

DESCRIPTOR / FOCUS AREA		**Systems and System Models**
LEARNING CONTINUUM	SCI.CC4.m.	Students understand systems may interact with other systems: they may have sub-systems and be a part of larger complex systems. They use models to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems. They also learn that models are limited in that they only represent certain aspects of the system under study. **Alliance to Save Energy** 6-8 Climate Video Amelia Airflow 6-8 Mr. BTU 6-8

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC5.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Energy and Matter**
LEARNING CONTINUUM	SCI.CC5.m.	Students understand matter is conserved because atoms are conserved in physical and chemical processes. They also understand that within a natural or designed system the transfer of energy drives the motion and cycling of matter. Energy may take different forms (e.g. energy in fields, thermal energy, and energy of motion). The transfer of energy can be tracked as energy flows through a designed or natural system. **Alliance to Save Energy** 6-8 Energy Audit Video 6-8 Energy Basics Video 6-8 Explore Renewables Video Mr. BTU 6-8

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC6.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Structure and Function**
LEARNING CONTINUUM	SCI.CC6.m.	Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among their parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. **Alliance to Save Energy** 6-8 Climate Video Amelia Airflow 6-8 Mr. BTU 6-8

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 3.**	**Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 3.A.**	**Planning and Conducting Investigations – Students plan and carry out investigations that use multiple variables and provide evidence to support explanations or solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP3 .A.m.2.	Conduct an investigation. Evaluate and revise the experimental design to produce data that serve as the basis for evidence to meet the goals of the investigation. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 3.A.m.4.	Collect data under a range of conditions that serve as the basis for evidence to answer scientific questions or test design solutions. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 3.A.m.5.	Collect data about the performance of a proposed object, tool, process, or system under a range of conditions. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students extend quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 4.A.m.1.	Construct, analyze, or interpret graphical displays of data and large data sets to identify linear and nonlinear relationships. **Alliance to Save Energy** Carbon Footprint Calculator
LEARNING CONTINUUM	SCI.SEP 4.A.m.2.	Use graphical displays (e.g., maps, charts, graphs, and tables) of large data sets to identify temporal and spatial relationships. **Alliance to Save Energy** Carbon Footprint Calculator
LEARNING CONTINUUM	SCI.SEP 4.A.m.3.	Distinguish between causal and correlational relationships in data. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.m.4.	Analyze and interpret data to provide evidence for explanations of phenomena. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.m.7.	Analyze and interpret data to determine similarities and differences in findings. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

LEARNING CONTINUUM	SCI.SEP 4.A.m.8.	Analyze data to define an optimal operational range for a proposed object, tool, process, or system that best meets criteria for success. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students identify patterns in large data sets and use mathematical concepts to support explanations and arguments. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 5.A.m.5.	Apply mathematical concepts and processes (such as ratio, rate, percent, basic operations, and simple algebra) to scientific and engineering questions and problems. **Alliance to Save Energy** 6-8 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 6.**	**Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 6.A.**	**Construct an Explanation – Students construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 6.A.m.4.	Apply scientific ideas, principles, and evidence to construct, revise, or use an explanation for real world phenomena, examples, or events. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design School Audit Staff Presentation Water Awareness Posters
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students evaluate the merit and validity of ideas and methods. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.m.2.	Clarify claims and findings by integrating text-based qualitative and quantitative scientific information with information contained in media and visual displays. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
LEARNING CONTINUUM	SCI.SEP 8.A.m.3.	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication. Describe how they are supported or not supported by evidence and evaluate methods used. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
LEARNING CONTINUUM	SCI.SEP 8.A.m.4.	Evaluate data, hypotheses, and conclusions in scientific and technical texts in light of competing information or accounts. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design

LEARNING CONTINUUM	SCI.SEP 8.A.m.5.	Communicate scientific and technical information (e.g. about a proposed object, tool, process, or system) in writing and through oral presentations. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS3.B.**	**Conservation of Energy and Energy Transfer**
LEARNING CONTINUUM	SCI.PS3.B.m.	Energy changes to and from each type can be tracked through physical or chemical interactions. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter. **Alliance to Save Energy** 6-8 Energy Audit Video Mr. BTU 6-8
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.A.**	**Earth Materials and Systems**

LEARNING CONTINUUM	SCI.ESS2.A.m.	Energy flows and matter cycles within and among Earth's systems, including the sun and Earth's interior as primary energy sources. Plate tectonics is one result of these processes. **Alliance to Save Energy** 6-8 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.D.**	**Weather and Climate**

LEARNING CONTINUUM	SCI.ESS2.D.m.	Complex interactions determine local weather patterns and influence climate, including the role of the ocean. **Alliance to Save Energy** 6-8 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.A.**	**Natural Resources**

LEARNING CONTINUUM	SCI.ESS3.A.m.	Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes. **Alliance to Save Energy** 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.C.**	**Human Impacts on Earth Systems**

LEARNING CONTINUUM	SCI.ESS3.C.m.	Human activities have altered the hydrosphere, atmosphere, and lithosphere which in turn has altered the biosphere. Changes to the biosphere can have different impacts for different living things. Activities and technologies can be engineered to reduce people's impacts on Earth. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Audit Video 6-8 Energy Basics Video 6-8 Environmental Justice Video 6-8 Explore Renewables 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
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.D.**	**Global Climate Change**

LEARNING CONTINUUM	SCI.ESS3.D.m.	Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics. **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 Explore Renewables Video 6-8 Green Your Career Video 6-8 My Future Green Career 6-8 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Family Presentation Home Energy Demand Pledge My Future Green Career Presentation Net Zero School Design Shutdown Reminders Staff Presentation
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2.A.m.1.	Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.ETS2.A.m.2.	Science and technology drive each other forward. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.B.**	**Influence of Engineering, Technology, and Science on Society and the Natural World**
LEARNING CONTINUUM	SCI.ETS2.B.m.1.	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video 6-8 Green Your Career 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 Net Zero School Design Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness
LEARNING CONTINUUM	SCI.ETS2.B.m.2.	The uses of technologies are driven by people's needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. **Alliance to Save Energy** 6-8 Climate Video 6-8 Explore Renewables Video Mr. BTU 6-8
LEARNING CONTINUUM	SCI.ETS2.B.m.3.	Technology use varies over time and from region to region. **Alliance to Save Energy** 6-8 Explore Renewables Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.A.**	**Science and Engineering Are Human Endeavors**

LEARNING CONTINUUM	SCI.ETS3.A.m.1.	Individuals and teams from many nations, cultures and backgrounds have contributed to advances in science and engineering. **Alliance to Save Energy** 6-8 Environmental Justice Video
LEARNING CONTINUUM	SCI.ETS3.A.m.3.	Science and engineering are influenced by what is valued in society. **Alliance to Save Energy** 6-8 Explore Renewables Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.B.**	**Science and Engineering Are Unique Ways of Thinking with Different Purposes**
LEARNING CONTINUUM	SCI.ETS3.B.m.2.	Engineering seeks solutions to human problems, including issues that arise due to human interaction with the environment. It uses some of the same practices as science and often applies scientific principles to solutions. **Alliance to Save Energy** 6-8 Explore Renewables Video 6-8 Green Your Career Video
LEARNING CONTINUUM	SCI.ETS3.B.m.3.	Science and engineering have direct impacts on the quality of life for all people. Therefore, scientists and engineers need to pursue their work in an ethical manner that requires honesty, fairness and dedication to public health, safety and welfare. **Alliance to Save Energy** 6-8 Climate Video 6-8 Explore Renewables Video Mr. BTU 6-8

Wisconsin Academic Standards

Science

Grade: **7** - Adopted: **2017**

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC1.**	**Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Patterns**
LEARNING CONTINUUM	SCI.CC1.m.	Students recognize macroscopic patterns are related to the nature of microscopic and atomic-level structure. They identify patterns in rates of change and other numerical relationships that provide information about natural and human-designed systems. They use patterns to identify cause and effect relationships and use graphs and charts to identify patterns in data. **Alliance to Save Energy** Carbon Footprint Calculator

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC3.	Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Scale, Proportion, and Quantity
LEARNING CONTINUUM	SCI.CC3.m.	Students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations. **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC4.	Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Systems and System Models
LEARNING CONTINUUM	SCI.CC4.m.	Students understand systems may interact with other systems: they may have sub-systems and be a part of larger complex systems. They use models to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems. They also learn that models are limited in that they only represent certain aspects of the system under study. **Alliance to Save Energy** 6-8 Climate Video Amelia Airflow 6-8 Mr. BTU 6-8

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC5.	Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Energy and Matter

LEARNING CONTINUUM	SCI.CC5.m.	Students understand matter is conserved because atoms are conserved in physical and chemical processes. They also understand that within a natural or designed system the transfer of energy drives the motion and cycling of matter. Energy may take different forms (e.g. energy in fields, thermal energy, and energy of motion). The transfer of energy can be tracked as energy flows through a designed or natural system. **Alliance to Save Energy** 6-8 Energy Audit Video 6-8 Energy Basics Video 6-8 Explore Renewables Video Mr. BTU 6-8

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC6.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Structure and Function**
LEARNING CONTINUUM	SCI.CC6.m.	Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among their parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. **Alliance to Save Energy** 6-8 Climate Video Amelia Airflow 6-8 Mr. BTU 6-8

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 3.**	**Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 3.A.**	**Planning and Conducting Investigations – Students plan and carry out investigations that use multiple variables and provide evidence to support explanations or solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP3.A.m.2.	Conduct an investigation. Evaluate and revise the experimental design to produce data that serve as the basis for evidence to meet the goals of the investigation. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

LEARNING CONTINUUM	SCI.SEP 3.A.m.4.	Collect data under a range of conditions that serve as the basis for evidence to answer scientific questions or test design solutions. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 3.A.m.5.	Collect data about the performance of a proposed object, tool, process, or system under a range of conditions. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students extend quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.m.1.	Construct, analyze, or interpret graphical displays of data and large data sets to identify linear and nonlinear relationships. **Alliance to Save Energy** Carbon Footprint Calculator
LEARNING CONTINUUM	SCI.SEP 4.A.m.2.	Use graphical displays (e.g., maps, charts, graphs, and tables) of large data sets to identify temporal and spatial relationships. **Alliance to Save Energy** Carbon Footprint Calculator

LEARNING CONTINUUM	SCI.SEP 4.A.m.3.	Distinguish between causal and correlational relationships in data. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.m.4.	Analyze and interpret data to provide evidence for explanations of phenomena. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.m.7.	Analyze and interpret data to determine similarities and differences in findings. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.m.8.	Analyze data to define an optimal operational range for a proposed object, tool, process, or system that best meets criteria for success. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students identify patterns in large data sets and use mathematical concepts to support explanations and arguments. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 5.A.m.5.	Apply mathematical concepts and processes (such as ratio, rate, percent, basic operations, and simple algebra) to scientific and engineering questions and problems. **Alliance to Save Energy** 6-8 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 6.**	**Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 6.A.**	**Construct an Explanation – Students construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 6.A.m.4.	Apply scientific ideas, principles, and evidence to construct, revise, or use an explanation for real world phenomena, examples, or events. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design School Audit Staff Presentation Water Awareness Posters

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**

DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students evaluate the merit and validity of ideas and methods. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.m.2.	Clarify claims and findings by integrating text-based qualitative and quantitative scientific information with information contained in media and visual displays. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
LEARNING CONTINUUM	SCI.SEP 8.A.m.3.	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication. Describe how they are supported or not supported by evidence and evaluate methods used. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
LEARNING CONTINUUM	SCI.SEP 8.A.m.4.	Evaluate data, hypotheses, and conclusions in scientific and technical texts in light of competing information or accounts. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
LEARNING CONTINUUM	SCI.SEP 8.A.m.5.	Communicate scientific and technical information (e.g. about a proposed object, tool, process, or system) in writing and through oral presentations. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS3.B.**	**Conservation of Energy and Energy Transfer**
LEARNING CONTINUUM	SCI.PS3.B.m.	Energy changes to and from each type can be tracked through physical or chemical interactions. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter. **Alliance to Save Energy** 6-8 Energy Audit Video Mr. BTU 6-8

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.A.**	**Earth Materials and Systems**
LEARNING CONTINUUM	SCI.ESS2.A.m.	Energy flows and matter cycles within and among Earth's systems, including the sun and Earth's interior as primary energy sources. Plate tectonics is one result of these processes. **Alliance to Save Energy** 6-8 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.D.**	**Weather and Climate**
LEARNING CONTINUUM	SCI.ESS2.D.m.	Complex interactions determine local weather patterns and influence climate, including the role of the ocean. **Alliance to Save Energy** 6-8 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.A.**	**Natural Resources**

LEARNING CONTINUUM	SCI.ESS3.A.m.	Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes. **Alliance to Save Energy** 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.C.**	**Human Impacts on Earth Systems**
LEARNING CONTINUUM	SCI.ESS3.C.m.	Human activities have altered the hydrosphere, atmosphere, and lithosphere which in turn has altered the biosphere. Changes to the biosphere can have different impacts for different living things. Activities and technologies can be engineered to reduce people's impacts on Earth. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Audit Video 6-8 Energy Basics Video 6-8 Environmental Justice Video 6-8 Explore Renewables 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

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.D.**	**Global Climate Change**
LEARNING CONTINUUM	SCI.ESS3 .D.m.	Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics. **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 Explore Renewables Video 6-8 Green Your Career Video 6-8 My Future Green Career 6-8 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Family Presentation Home Energy Demand Pledge My Future Green Career Presentation Net Zero School Design Shutdown Reminders Staff Presentation

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS .**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2 .A.m.1.	Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.ETS2 .A.m.2.	Science and technology drive each other forward. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.B.**	**Influence of Engineering, Technology, and Science on Society and the Natural World**
LEARNING CONTINUUM	SCI.ETS2.B.m.1.	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video 6-8 Green Your Career 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 Net Zero School Design Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness
LEARNING CONTINUUM	SCI.ETS2.B.m.2.	The uses of technologies are driven by people's needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. **Alliance to Save Energy** 6-8 Climate Video 6-8 Explore Renewables Video Mr. BTU 6-8
LEARNING CONTINUUM	SCI.ETS2.B.m.3.	Technology use varies over time and from region to region. **Alliance to Save Energy** 6-8 Explore Renewables Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.A.**	**Science and Engineering Are Human Endeavors**
LEARNING CONTINUUM	SCI.ETS3 .A.m.1.	Individuals and teams from many nations, cultures and backgrounds have contributed to advances in science and engineering. **Alliance to Save Energy** 6-8 Environmental Justice Video
LEARNING CONTINUUM	SCI.ETS3 .A.m.3.	Science and engineering are influenced by what is valued in society. **Alliance to Save Energy** 6-8 Explore Renewables Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS .**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.B.**	**Science and Engineering Are Unique Ways of Thinking with Different Purposes**
LEARNING CONTINUUM	SCI.ETS3 .B.m.2.	Engineering seeks solutions to human problems, including issues that arise due to human interaction with the environment. It uses some of the same practices as science and often applies scientific principles to solutions. **Alliance to Save Energy** 6-8 Explore Renewables Video 6-8 Green Your Career Video
LEARNING CONTINUUM	SCI.ETS3 .B.m.3.	Science and engineering have direct impacts on the quality of life for all people. Therefore, scientists and engineers need to pursue their work in an ethical manner that requires honesty, fairness and dedication to public health, safety and welfare. **Alliance to Save Energy** 6-8 Climate Video 6-8 Explore Renewables Video Mr. BTU 6-8

Wisconsin Academic Standards

Science

Grade: **8** - Adopted: **2017**

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC1 .**	**Students use science and engineering practices, disciplinary core ideas, and patterns to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Patterns**

LEARNING CONTINUUM	SCI.CC1.m.	Students recognize macroscopic patterns are related to the nature of microscopic and atomic-level structure. They identify patterns in rates of change and other numerical relationships that provide information about natural and human-designed systems. They use patterns to identify cause and effect relationships and use graphs and charts to identify patterns in data. **Alliance to Save Energy** Carbon Footprint Calculator

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC3.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of scale, proportion and quantity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Scale, Proportion, and Quantity**
LEARNING CONTINUUM	SCI.CC3.m.	Students observe time, space, and energy phenomena at various scales using models to study systems that are too large or too small. They understand phenomena observed at one scale may not be observable at another scale, and the function of natural and designed systems may change with scale. They use proportional relationships (e.g., speed as the ratio of distance traveled to time taken) to gather information about the magnitude of properties and processes. They represent scientific relationships through the use of algebraic expressions and equations. **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC4.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Systems and System Models**
LEARNING CONTINUUM	SCI.CC4.m.	Students understand systems may interact with other systems: they may have sub-systems and be a part of larger complex systems. They use models to represent systems and their interactions—such as inputs, processes, and outputs—and energy, matter, and information flows within systems. They also learn that models are limited in that they only represent certain aspects of the system under study. **Alliance to Save Energy** 6-8 Climate Video Amelia Airflow 6-8 Mr. BTU 6-8

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC5.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.**

DESCRIPTOR / FOCUS AREA		**Energy and Matter**
LEARNING CONTINUUM	SCI.CC5.m.	Students understand matter is conserved because atoms are conserved in physical and chemical processes. They also understand that within a natural or designed system the transfer of energy drives the motion and cycling of matter. Energy may take different forms (e.g. energy in fields, thermal energy, and energy of motion). The transfer of energy can be tracked as energy flows through a designed or natural system. **Alliance to Save Energy** 6-8 Energy Audit Video 6-8 Energy Basics Video 6-8 Explore Renewables Video Mr. BTU 6-8

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC6.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Structure and Function**
LEARNING CONTINUUM	SCI.CC6.m.	Students model complex and microscopic structures and systems and visualize how their function depends on the shapes, composition, and relationships among their parts. They analyze many complex natural and designed structures and systems to determine how they function. They design structures to serve particular functions by taking into account properties of different materials, and how materials can be shaped and used. **Alliance to Save Energy** 6-8 Climate Video Amelia Airflow 6-8 Mr. BTU 6-8

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP3.**	**Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP3.A.**	**Planning and Conducting Investigations – Students plan and carry out investigations that use multiple variables and provide evidence to support explanations or solutions. This includes the following:**
LEARNING CONTINUUM	SCI.SEP3.A.m.2.	Conduct an investigation. Evaluate and revise the experimental design to produce data that serve as the basis for evidence to meet the goals of the investigation. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

LEARNING CONTINUUM	SCI.SEP 3.A.m.4.	Collect data under a range of conditions that serve as the basis for evidence to answer scientific questions or test design solutions. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 3.A.m.5.	Collect data about the performance of a proposed object, tool, process, or system under a range of conditions. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students extend quantitative analysis to investigations, distinguishing between correlation and causation, and basic statistical techniques of data and error analysis. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.m.1.	Construct, analyze, or interpret graphical displays of data and large data sets to identify linear and nonlinear relationships. **Alliance to Save Energy** Carbon Footprint Calculator
LEARNING CONTINUUM	SCI.SEP 4.A.m.2.	Use graphical displays (e.g., maps, charts, graphs, and tables) of large data sets to identify temporal and spatial relationships. **Alliance to Save Energy** Carbon Footprint Calculator

LEARNING CONTINUUM	SCI.SEP 4.A.m.3.	Distinguish between causal and correlational relationships in data. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.m.4.	Analyze and interpret data to provide evidence for explanations of phenomena. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.m.7.	Analyze and interpret data to determine similarities and differences in findings. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.m.8.	Analyze data to define an optimal operational range for a proposed object, tool, process, or system that best meets criteria for success. **Alliance to Save Energy** 3-8 Water Audit 6-8 Energy Audit Video Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students identify patterns in large data sets and use mathematical concepts to support explanations and arguments. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 5.A.m.5.	Apply mathematical concepts and processes (such as ratio, rate, percent, basic operations, and simple algebra) to scientific and engineering questions and problems. **Alliance to Save Energy** 6-8 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 6.**	**Students construct explanations and design solutions, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 6.A.**	**Construct an Explanation – Students construct explanations supported by multiple sources of evidence consistent with scientific ideas, principles, and theories. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 6.A.m.4.	Apply scientific ideas, principles, and evidence to construct, revise, or use an explanation for real world phenomena, examples, or events. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design School Audit Staff Presentation Water Awareness Posters

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**

DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students evaluate the merit and validity of ideas and methods. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.m.2.	Clarify claims and findings by integrating text-based qualitative and quantitative scientific information with information contained in media and visual displays. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
LEARNING CONTINUUM	SCI.SEP 8.A.m.3.	Gather, read, and synthesize information from multiple appropriate sources and assess the credibility, accuracy, and possible bias of each publication. Describe how they are supported or not supported by evidence and evaluate methods used. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
LEARNING CONTINUUM	SCI.SEP 8.A.m.4.	Evaluate data, hypotheses, and conclusions in scientific and technical texts in light of competing information or accounts. **Alliance to Save Energy** 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Net Zero School Design
LEARNING CONTINUUM	SCI.SEP 8.A.m.5.	Communicate scientific and technical information (e.g. about a proposed object, tool, process, or system) in writing and through oral presentations. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Explore Renewables Energy Poster Project 6-8 My Future Green Career Amelia Airflow 6-8 Appliance Audit Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 6-8 My Future Green Career Presentation Net Zero School Design Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.PS.**	**Disciplinary Core Idea: Physical Science (PS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.PS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of energy to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.PS3.B.**	**Conservation of Energy and Energy Transfer**
LEARNING CONTINUUM	SCI.PS3.B.m.	Energy changes to and from each type can be tracked through physical or chemical interactions. The relationship between the temperature and the total energy of a system depends on the types, states, and amounts of matter. **Alliance to Save Energy** 6-8 Energy Audit Video Mr. BTU 6-8

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.A.**	**Earth Materials and Systems**
LEARNING CONTINUUM	SCI.ESS2.A.m.	Energy flows and matter cycles within and among Earth's systems, including the sun and Earth's interior as primary energy sources. Plate tectonics is one result of these processes. **Alliance to Save Energy** 6-8 Climate Video

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.D.**	**Weather and Climate**
LEARNING CONTINUUM	SCI.ESS2.D.m.	Complex interactions determine local weather patterns and influence climate, including the role of the ocean. **Alliance to Save Energy** 6-8 Climate Video

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.A.**	**Natural Resources**

LEARNING CONTINUUM	SCI.ESS3.A.m.	Humans depend on Earth's land, oceans, fresh water, atmosphere, and biosphere for different resources, many of which are limited or not renewable. Resources are distributed unevenly around the planet as a result of past geologic processes. **Alliance to Save Energy** 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.C.**	**Human Impacts on Earth Systems**
LEARNING CONTINUUM	SCI.ESS3.C.m.	Human activities have altered the hydrosphere, atmosphere, and lithosphere which in turn has altered the biosphere. Changes to the biosphere can have different impacts for different living things. Activities and technologies can be engineered to reduce people's impacts on Earth. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Audit Video 6-8 Energy Basics Video 6-8 Environmental Justice Video 6-8 Explore Renewables 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

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS 3.D.**	**Global Climate Change**
LEARNING CONTINUUM	SCI.ESS3 .D.m.	Evidence suggests human activities affect global warming. Decisions to reduce the impact of global warming depend on understanding climate science, engineering capabilities, and social dynamics. **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 Explore Renewables Video 6-8 Green Your Career Video 6-8 My Future Green Career 6-8 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Carbon Footprint Journal Family Presentation Home Energy Demand Pledge My Future Green Career Presentation Net Zero School Design Shutdown Reminders Staff Presentation

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS .**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2 .A.m.1.	Engineering advances have led to important discoveries in virtually every field of science, and scientific discoveries have led to the development of entire industries and engineered systems. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.ETS2 .A.m.2.	Science and technology drive each other forward. **Alliance to Save Energy** 3-8 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.B.**	**Influence of Engineering, Technology, and Science on Society and the Natural World**
LEARNING CONTINUUM	SCI.ETS2.B.m.1.	All human activity draws on natural resources and has both short and long-term consequences, positive as well as negative, for the health of people and the natural environment. **Alliance to Save Energy** 3-8 Custodial Presentation & Pledge 3-8 Water Audit 6-12 Final Presentation & Peer Performance 6-8 Carbon Rank Competition 6-8 Climate Video 6-8 Energy Basics Video 6-8 Explore Renewables Energy Poster Project 6-8 Explore Renewables Video 6-8 Green Your Career 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 Net Zero School Design Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness
LEARNING CONTINUUM	SCI.ETS2.B.m.2.	The uses of technologies are driven by people's needs, desires, and values; by the findings of scientific research; and by differences in such factors as climate, natural resources, and economic conditions. **Alliance to Save Energy** 6-8 Climate Video 6-8 Explore Renewables Video Mr. BTU 6-8
LEARNING CONTINUUM	SCI.ETS2.B.m.3.	Technology use varies over time and from region to region. **Alliance to Save Energy** 6-8 Explore Renewables Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.A.**	**Science and Engineering Are Human Endeavors**
LEARNING CONTINUUM	SCI.ETS3 .A.m.1.	Individuals and teams from many nations, cultures and backgrounds have contributed to advances in science and engineering. **Alliance to Save Energy** 6-8 Environmental Justice Video
LEARNING CONTINUUM	SCI.ETS3 .A.m.3.	Science and engineering are influenced by what is valued in society. **Alliance to Save Energy** 6-8 Explore Renewables Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS .**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.B.**	**Science and Engineering Are Unique Ways of Thinking with Different Purposes**
LEARNING CONTINUUM	SCI.ETS3 .B.m.2.	Engineering seeks solutions to human problems, including issues that arise due to human interaction with the environment. It uses some of the same practices as science and often applies scientific principles to solutions. **Alliance to Save Energy** 6-8 Explore Renewables Video 6-8 Green Your Career Video
LEARNING CONTINUUM	SCI.ETS3 .B.m.3.	Science and engineering have direct impacts on the quality of life for all people. Therefore, scientists and engineers need to pursue their work in an ethical manner that requires honesty, fairness and dedication to public health, safety and welfare. **Alliance to Save Energy** 6-8 Climate Video 6-8 Explore Renewables Video Mr. BTU 6-8

Wisconsin Academic Standards

Science

Grade: **9** - Adopted: **2017**

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC4 .**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Systems and System Models**

LEARNING CONTINUUM	SCI.CC4.h.	Students investigate or analyze a system by defining its boundaries and initial conditions, as well as its inputs and outputs. They use models (e.g., physical, mathematical, computer models) to simulate the flow of energy, matter, and interactions within and between systems at different scales. They also use models and simulations to predict the behavior of a system, and recognize that these predictions have limited precision and reliability due to the assumptions and approximations inherent in the models. They also design systems to do specific tasks. **Alliance to Save Energy** 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC5.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Energy and Matter**
LEARNING CONTINUUM	SCI.CC5.h.	Students understand that the total amount of energy and matter in closed systems is conserved. They describe changes of energy and matter in a system in terms of energy and matter flows into, out of, and within that system. They also learn that energy cannot be created or destroyed. It only moves between one place and another place, between objects and/or fields, or between systems. Energy drives the cycling of matter within and between systems. In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. **Alliance to Save Energy** Mr. BTU 9-12 Professor Frio

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC6.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Structure and Function**
LEARNING CONTINUUM	SCI.CC6.h.	Students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials. **Alliance to Save Energy** 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio

DOMAIN	**WI.SCI.**	**Science**

CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC7.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Stability and Change**
LEARNING CONTINUUM	SCI.CC7.h.	Students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability. **Alliance to Save Energy** 9-12 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP2.**	**Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP2.A.**	**Developing Models – Students use, synthesize, and develop models to predict and show relationships among variables and between systems and their components in the natural and designed world. This includes the following:**
LEARNING CONTINUUM	SCI.SEP2.A.h.6.	Develop and use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and solve problems. **Alliance to Save Energy** 9-12 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 School Audit

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP3.**	**Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP3.A.**	**Planning and Conducting Investigations – Students plan and carry out investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models: This includes the following:**

LEARNING CONTINUUM	SCI.SEP3.A.h.4.	Select appropriate tools to collect, record, analyze, and evaluate data. **Alliance to Save Energy** 9-12 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students engage in more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.h.1.	Analyze data using tools, technologies, and models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.3.	Consider and address more sophisticated limitations of data analysis (e.g., sample selection) when analyzing and interpreting data. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

LEARNING CONTINUUM	SCI.SEP 4.A.h.4.	Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.5.	Evaluate the impact of new data on a working explanation or model of a proposed process or system. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.6.	Analyze data to optimize design features or characteristics of system components relative to criteria for success. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students use algebraic thinking and analysis, a range of linear and nonlinear functions (including trigonometric functions, exponentials, and logarithms), and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 5.A.h.3.	Use mathematical, computational, and algorithmic representations of phenomena or design solutions to describe and support claims and explanations. **Alliance to Save Energy** 9-12 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.h.4.	Apply techniques of algebra and functions to represent and solve scientific and engineering problems. **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.h.6.	Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m3, acre-feet, and others). **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students evaluate the validity and reliability of claims, methods, and designs. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.h.2.	Compare, integrate, and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively, or text-based) in order to address a scientific question or solve a problem. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
LEARNING CONTINUUM	SCI.SEP 8.A.h.3.	Gather, read, and evaluate scientific and technical information from multiple authoritative sources, assessing the evidence and usefulness of each source. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design

LEARNING CONTINUUM	SCI.SEP 8.A.h.4.	Synthesize and evaluate the validity and reliability of multiple claims, methods, or designs that appear in scientific and technical texts or media reports. Verify the data when possible. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
LEARNING CONTINUUM	SCI.SEP 8.A.h.5.	Communicate scientific and technical information in multiple formats, including orally, graphically, textually, and mathematically. Examples of information could include ideas about phenomena or the design and performance of a proposed process or system. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.LS.**	**Disciplinary Core Idea: Life Science (LS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.LS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.LS2.C.**	**Ecosystem Dynamics, Functioning, and Resilience**
LEARNING CONTINUUM	SCI.LS2.C.h.	If a biological or physical disturbance to an ecosystem occurs, including one induced by human activity, the ecosystem may return to its more or less original state or become a very different ecosystem, depending on the complex set of interactions within the ecosystem. **Alliance to Save Energy** 9-12 Climate Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.LS.**	**Disciplinary Core Idea: Life Science (LS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.LS4.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.LS4.D.**	**Biodiversity and Humans**
LEARNING CONTINUUM	SCI.LS4.D.h.	Biodiversity is increased by formation of new species and reduced by extinction. Humans depend on biodiversity but also have adverse impacts on it. Sustaining biodiversity is essential to supporting life on Earth. **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 Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.A.**	**Earth Materials and Systems**
LEARNING CONTINUUM	SCI.ESS2.A.h.	Feedback effects exist within and among Earth's systems. **Alliance to Save Energy** 9-12 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.D.**	**Weather and Climate**

LEARNING CONTINUUM	SCI.ESS2.D.h.	The role of radiation from the sun and its interactions with the atmosphere, ocean, and land are the foundation for the global climate system. Global climate models are used to predict future changes, including changes influenced by human behavior and natural factors. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.A.**	**Natural Resources**

LEARNING CONTINUUM	SCI.ESS3.A.h.	Resource availability has guided the development of human society and use of natural resources has associated costs, risks, and benefits. **Alliance to Save Energy** 9-12 Energy Basics Video 9-12 Explore Renewables Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.B.**	**Natural Hazards**

LEARNING CONTINUUM	SCI.ESS3.B.h.	Natural hazards and other geological events have shaped the course of human history at local, regional, and global scales. **Alliance to Save Energy** 9-12 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.C.**	**Human Impacts on Earth Systems**

LEARNING CONTINUUM	SCI.ESS3.C.h.	Sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources, including the development of technologies. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.D.**	**Global Climate Change**
LEARNING CONTINUUM	SCI.ESS3.D.h.	Global climate models used to predict changes continue to be improved, although discoveries about the global climate system are ongoing and continually needed. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 1.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 1.A.**	**Defining and Delimiting Engineering Problems**
LEARNING CONTINUUM	SCI.ETS1.A.h.2.	Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Explore Renewables Energy Poster Project 9-12 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 1.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 1.B.**	**Developing Possible Solutions**

LEARNING CONTINUUM	SCI.ETS1.B.h.1.	When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 Understanding Energy Demand Video Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 Poster Campaign School Audit Shutdown Reminders Staff Presentation
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2.A.h.1.	Science and engineering complement each other in the cycle known as research and development (R&D). **Alliance to Save Energy** 9-12 Explore Renewables Video
LEARNING CONTINUUM	SCI.ETS2.A.h.2.	Many research and development projects may involve scientists, engineers, and others with wide ranges of expertise. **Alliance to Save Energy** 9-12 Explore Renewables Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.B.**	**Influence of Engineering, Technology, and Science on Society and the Natural World**
LEARNING CONTINUUM	SCI.ETS2.B.h.1.	Modern civilization depends on major technological systems, such as agriculture, health, water, energy, transportation, manufacturing, construction, and communications. **Alliance to Save Energy** 9-12 Climate Video 9-12 Explore Renewables Video Mr. BAS Mr. BTU 9-12 Professor Frio
LEARNING CONTINUUM	SCI.ETS2.B.h.2.	Engineers continuously modify these systems to increase benefits while decreasing costs and risks. **Alliance to Save Energy** 9-12 Green Your Career Video
LEARNING CONTINUUM	SCI.ETS2.B.h.3.	New technologies can have deep impacts on society and the environment, including some that were not anticipated. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video Assembly Announcement Family Presentation Mr. BAS Mr. BTU 9-12 Professor Frio Staff Presentation
LEARNING CONTINUUM	SCI.ETS2.B.h.4.	Analysis of costs and benefits is a critical aspect of decisions about technology. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video Assembly Announcement Family Presentation Mr. BAS Mr. BTU 9-12 Professor Frio Staff Presentation
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.A.**	**Science and Engineering Are Human Endeavors**

LEARNING CONTINUUM	SCI.ETS3.A.h.1.	Individuals from diverse backgrounds bring unique perspectives that are valuable to the outcomes and processes of science and engineering. **Alliance to Save Energy** 9-12 Environmental Justice Video
LEARNING CONTINUUM	SCI.ETS3.A.h.2.	Scientists' and engineers' backgrounds, perspectives, and fields of endeavor influence the nature of questions they ask, the definition of problems, and the nature of their findings and solutions. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.B.**	**Science and Engineering Are Unique Ways of Thinking with Different Purposes**

LEARNING CONTINUUM	SCI.ETS3.B.h.3.	Science and engineering innovations may raise ethical issues for which science and engineering, by themselves, do not provide answers and solutions. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video 9-12 Environmental Justice Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.C.**	**Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems**

LEARNING CONTINUUM	SCI.ETS3.C.h.2.	The certainty and durability of science findings varies based on the strength of supporting evidence. Theories are usually modified if they are not able to accommodate new evidence. **Alliance to Save Energy** 9-12 Environmental Justice Video

Wisconsin Academic Standards

Science

Grade: **10** - Adopted: **2017**

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC4.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.**

DESCRIPTOR / FOCUS AREA		**Systems and System Models**
LEARNING CONTINUUM	SCI.CC4.h.	Students investigate or analyze a system by defining its boundaries and initial conditions, as well as its inputs and outputs. They use models (e.g., physical, mathematical, computer models) to simulate the flow of energy, matter, and interactions within and between systems at different scales. They also use models and simulations to predict the behavior of a system, and recognize that these predictions have limited precision and reliability due to the assumptions and approximations inherent in the models. They also design systems to do specific tasks. **Alliance to Save Energy** 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC5.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Energy and Matter**
LEARNING CONTINUUM	SCI.CC5.h.	Students understand that the total amount of energy and matter in closed systems is conserved. They describe changes of energy and matter in a system in terms of energy and matter flows into, out of, and within that system. They also learn that energy cannot be created or destroyed. It only moves between one place and another place, between objects and/or fields, or between systems. Energy drives the cycling of matter within and between systems. In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. **Alliance to Save Energy** Mr. BTU 9-12 Professor Frio

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC6.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Structure and Function**
LEARNING CONTINUUM	SCI.CC6.h.	Students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials. **Alliance to Save Energy** 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC7.	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change
LEARNING CONTINUUM	SCI.CC7.h.	Students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability. **Alliance to Save Energy** 9-12 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.SEP.	Science and Engineering Practices (SEP)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.SEP 2.	Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.SEP 2.A.	Developing Models – Students use, synthesize, and develop models to predict and show relationships among variables and between systems and their components in the natural and designed world. This includes the following:
LEARNING CONTINUUM	SCI.SEP2.A.h.6.	Develop and use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and solve problems. **Alliance to Save Energy** 9-12 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.SEP.	Science and Engineering Practices (SEP)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.SEP 3.	Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.SEP 3.A.	Planning and Conducting Investigations – Students plan and carry out investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models: This includes the following:

LEARNING CONTINUUM	SCI.SEP3.A.h.4.	Select appropriate tools to collect, record, analyze, and evaluate data. **Alliance to Save Energy** 9-12 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students engage in more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.h.1.	Analyze data using tools, technologies, and models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.3.	Consider and address more sophisticated limitations of data analysis (e.g., sample selection) when analyzing and interpreting data. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

LEARNING CONTINUUM	SCI.SEP 4.A.h.4.	Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.5.	Evaluate the impact of new data on a working explanation or model of a proposed process or system. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.6.	Analyze data to optimize design features or characteristics of system components relative to criteria for success. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students use algebraic thinking and analysis, a range of linear and nonlinear functions (including trigonometric functions, exponentials, and logarithms), and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 5.A.h.3.	Use mathematical, computational, and algorithmic representations of phenomena or design solutions to describe and support claims and explanations. **Alliance to Save Energy** 9-12 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.h.4.	Apply techniques of algebra and functions to represent and solve scientific and engineering problems. **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.h.6.	Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m3, acre-feet, and others). **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students evaluate the validity and reliability of claims, methods, and designs. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.h.2.	Compare, integrate, and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively, or text-based) in order to address a scientific question or solve a problem. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
LEARNING CONTINUUM	SCI.SEP 8.A.h.3.	Gather, read, and evaluate scientific and technical information from multiple authoritative sources, assessing the evidence and usefulness of each source. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design

LEARNING CONTINUUM	SCI.SEP 8.A.h.4.	Synthesize and evaluate the validity and reliability of multiple claims, methods, or designs that appear in scientific and technical texts or media reports. Verify the data when possible. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
LEARNING CONTINUUM	SCI.SEP 8.A.h.5.	Communicate scientific and technical information in multiple formats, including orally, graphically, textually, and mathematically. Examples of information could include ideas about phenomena or the design and performance of a proposed process or system. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.LS.**	**Disciplinary Core Idea: Life Science (LS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.LS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.LS2.C.**	**Ecosystem Dynamics, Functioning, and Resilience**
LEARNING CONTINUUM	SCI.LS2.C.h.	If a biological or physical disturbance to an ecosystem occurs, including one induced by human activity, the ecosystem may return to its more or less original state or become a very different ecosystem, depending on the complex set of interactions within the ecosystem. **Alliance to Save Energy** 9-12 Climate Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.LS.**	**Disciplinary Core Idea: Life Science (LS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.LS4.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.LS4.D.**	**Biodiversity and Humans**
LEARNING CONTINUUM	SCI.LS4.D.h.	Biodiversity is increased by formation of new species and reduced by extinction. Humans depend on biodiversity but also have adverse impacts on it. Sustaining biodiversity is essential to supporting life on Earth. **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 Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.A.**	**Earth Materials and Systems**
LEARNING CONTINUUM	SCI.ESS2.A.h.	Feedback effects exist within and among Earth's systems. **Alliance to Save Energy** 9-12 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.D.**	**Weather and Climate**

LEARNING CONTINUUM	SCI.ESS2.D.h.	The role of radiation from the sun and its interactions with the atmosphere, ocean, and land are the foundation for the global climate system. Global climate models are used to predict future changes, including changes influenced by human behavior and natural factors. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.A.**	**Natural Resources**

LEARNING CONTINUUM	SCI.ESS3.A.h.	Resource availability has guided the development of human society and use of natural resources has associated costs, risks, and benefits. **Alliance to Save Energy** 9-12 Energy Basics Video 9-12 Explore Renewables Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.B.**	**Natural Hazards**

LEARNING CONTINUUM	SCI.ESS3.B.h.	Natural hazards and other geological events have shaped the course of human history at local, regional, and global scales. **Alliance to Save Energy** 9-12 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.C.**	**Human Impacts on Earth Systems**

LEARNING CONTINUUM	SCI.ESS3.C.h.	Sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources, including the development of technologies. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.D.**	**Global Climate Change**
LEARNING CONTINUUM	SCI.ESS3.D.h.	Global climate models used to predict changes continue to be improved, although discoveries about the global climate system are ongoing and continually needed. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 1.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 1.A.**	**Defining and Delimiting Engineering Problems**
LEARNING CONTINUUM	SCI.ETS1.A.h.2.	Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Explore Renewables Energy Poster Project 9-12 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 1.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 1.B.**	**Developing Possible Solutions**

LEARNING CONTINUUM	SCI.ETS1.B.h.1.	When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 Understanding Energy Demand Video Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 Poster Campaign School Audit Shutdown Reminders Staff Presentation
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2.A.h.1.	Science and engineering complement each other in the cycle known as research and development (R&D). **Alliance to Save Energy** 9-12 Explore Renewables Video
LEARNING CONTINUUM	SCI.ETS2.A.h.2.	Many research and development projects may involve scientists, engineers, and others with wide ranges of expertise. **Alliance to Save Energy** 9-12 Explore Renewables Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.B.**	**Influence of Engineering, Technology, and Science on Society and the Natural World**
LEARNING CONTINUUM	SCI.ETS2.B.h.1.	Modern civilization depends on major technological systems, such as agriculture, health, water, energy, transportation, manufacturing, construction, and communications. **Alliance to Save Energy** 9-12 Climate Video 9-12 Explore Renewables Video Mr. BAS Mr. BTU 9-12 Professor Frio
LEARNING CONTINUUM	SCI.ETS2.B.h.2.	Engineers continuously modify these systems to increase benefits while decreasing costs and risks. **Alliance to Save Energy** 9-12 Green Your Career Video
LEARNING CONTINUUM	SCI.ETS2.B.h.3.	New technologies can have deep impacts on society and the environment, including some that were not anticipated. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video Assembly Announcement Family Presentation Mr. BAS Mr. BTU 9-12 Professor Frio Staff Presentation
LEARNING CONTINUUM	SCI.ETS2.B.h.4.	Analysis of costs and benefits is a critical aspect of decisions about technology. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video Assembly Announcement Family Presentation Mr. BAS Mr. BTU 9-12 Professor Frio Staff Presentation
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.A.**	**Science and Engineering Are Human Endeavors**

LEARNING CONTINUUM	SCI.ETS3.A.h.1.	Individuals from diverse backgrounds bring unique perspectives that are valuable to the outcomes and processes of science and engineering. **Alliance to Save Energy** 9-12 Environmental Justice Video
LEARNING CONTINUUM	SCI.ETS3.A.h.2.	Scientists' and engineers' backgrounds, perspectives, and fields of endeavor influence the nature of questions they ask, the definition of problems, and the nature of their findings and solutions. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.B.**	**Science and Engineering Are Unique Ways of Thinking with Different Purposes**

LEARNING CONTINUUM	SCI.ETS3.B.h.3.	Science and engineering innovations may raise ethical issues for which science and engineering, by themselves, do not provide answers and solutions. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video 9-12 Environmental Justice Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.C.**	**Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems**

LEARNING CONTINUUM	SCI.ETS3.C.h.2.	The certainty and durability of science findings varies based on the strength of supporting evidence. Theories are usually modified if they are not able to accommodate new evidence. **Alliance to Save Energy** 9-12 Environmental Justice Video

Wisconsin Academic Standards

Science

Grade: **11** - Adopted: **2017**

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC4.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.**

DESCRIPTOR / FOCUS AREA		**Systems and System Models**
LEARNING CONTINUUM	SCI.CC4.h.	Students investigate or analyze a system by defining its boundaries and initial conditions, as well as its inputs and outputs. They use models (e.g., physical, mathematical, computer models) to simulate the flow of energy, matter, and interactions within and between systems at different scales. They also use models and simulations to predict the behavior of a system, and recognize that these predictions have limited precision and reliability due to the assumptions and approximations inherent in the models. They also design systems to do specific tasks. **Alliance to Save Energy** 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC5.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Energy and Matter**
LEARNING CONTINUUM	SCI.CC5.h.	Students understand that the total amount of energy and matter in closed systems is conserved. They describe changes of energy and matter in a system in terms of energy and matter flows into, out of, and within that system. They also learn that energy cannot be created or destroyed. It only moves between one place and another place, between objects and/or fields, or between systems. Energy drives the cycling of matter within and between systems. In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. **Alliance to Save Energy** Mr. BTU 9-12 Professor Frio

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC6.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Structure and Function**
LEARNING CONTINUUM	SCI.CC6.h.	Students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials. **Alliance to Save Energy** 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC7.	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change
LEARNING CONTINUUM	SCI.CC7.h.	Students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability. **Alliance to Save Energy** 9-12 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.SEP.	Science and Engineering Practices (SEP)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.SEP 2.	Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.SEP 2.A.	Developing Models – Students use, synthesize, and develop models to predict and show relationships among variables and between systems and their components in the natural and designed world. This includes the following:
LEARNING CONTINUUM	SCI.SEP2.A.h.6.	Develop and use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and solve problems. **Alliance to Save Energy** 9-12 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.SEP.	Science and Engineering Practices (SEP)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.SEP 3.	Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.SEP 3.A.	Planning and Conducting Investigations – Students plan and carry out investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models: This includes the following:

LEARNING CONTINUUM	SCI.SEP3.A.h.4.	Select appropriate tools to collect, record, analyze, and evaluate data. **Alliance to Save Energy** 9-12 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students engage in more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.h.1.	Analyze data using tools, technologies, and models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.3.	Consider and address more sophisticated limitations of data analysis (e.g., sample selection) when analyzing and interpreting data. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

LEARNING CONTINUUM	SCI.SEP 4.A.h.4.	Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.5.	Evaluate the impact of new data on a working explanation or model of a proposed process or system. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.6.	Analyze data to optimize design features or characteristics of system components relative to criteria for success. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students use algebraic thinking and analysis, a range of linear and nonlinear functions (including trigonometric functions, exponentials, and logarithms), and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 5.A.h.3.	Use mathematical, computational, and algorithmic representations of phenomena or design solutions to describe and support claims and explanations. **Alliance to Save Energy** 9-12 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.h.4.	Apply techniques of algebra and functions to represent and solve scientific and engineering problems. **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.h.6.	Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m3, acre-feet, and others). **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students evaluate the validity and reliability of claims, methods, and designs. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.h.2.	Compare, integrate, and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively, or text-based) in order to address a scientific question or solve a problem. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
LEARNING CONTINUUM	SCI.SEP 8.A.h.3.	Gather, read, and evaluate scientific and technical information from multiple authoritative sources, assessing the evidence and usefulness of each source. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design

LEARNING CONTINUUM	SCI.SEP 8.A.h.4.	Synthesize and evaluate the validity and reliability of multiple claims, methods, or designs that appear in scientific and technical texts or media reports. Verify the data when possible. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
LEARNING CONTINUUM	SCI.SEP 8.A.h.5.	Communicate scientific and technical information in multiple formats, including orally, graphically, textually, and mathematically. Examples of information could include ideas about phenomena or the design and performance of a proposed process or system. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.LS.**	**Disciplinary Core Idea: Life Science (LS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.LS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.LS2.C.**	**Ecosystem Dynamics, Functioning, and Resilience**
LEARNING CONTINUUM	SCI.LS2.C.h.	If a biological or physical disturbance to an ecosystem occurs, including one induced by human activity, the ecosystem may return to its more or less original state or become a very different ecosystem, depending on the complex set of interactions within the ecosystem. **Alliance to Save Energy** 9-12 Climate Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.LS.**	**Disciplinary Core Idea: Life Science (LS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.LS4.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.LS4.D.**	**Biodiversity and Humans**
LEARNING CONTINUUM	SCI.LS4.D.h.	Biodiversity is increased by formation of new species and reduced by extinction. Humans depend on biodiversity but also have adverse impacts on it. Sustaining biodiversity is essential to supporting life on Earth. **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 Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.A.**	**Earth Materials and Systems**
LEARNING CONTINUUM	SCI.ESS2.A.h.	Feedback effects exist within and among Earth's systems. **Alliance to Save Energy** 9-12 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.D.**	**Weather and Climate**

LEARNING CONTINUUM	SCI.ESS2.D.h.	The role of radiation from the sun and its interactions with the atmosphere, ocean, and land are the foundation for the global climate system. Global climate models are used to predict future changes, including changes influenced by human behavior and natural factors. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.A.**	**Natural Resources**

LEARNING CONTINUUM	SCI.ESS3.A.h.	Resource availability has guided the development of human society and use of natural resources has associated costs, risks, and benefits. **Alliance to Save Energy** 9-12 Energy Basics Video 9-12 Explore Renewables Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.B.**	**Natural Hazards**

LEARNING CONTINUUM	SCI.ESS3.B.h.	Natural hazards and other geological events have shaped the course of human history at local, regional, and global scales. **Alliance to Save Energy** 9-12 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.C.**	**Human Impacts on Earth Systems**

LEARNING CONTINUUM	SCI.ESS3.C.h.	Sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources, including the development of technologies. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.D.**	**Global Climate Change**
LEARNING CONTINUUM	SCI.ESS3.D.h.	Global climate models used to predict changes continue to be improved, although discoveries about the global climate system are ongoing and continually needed. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 1.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 1.A.**	**Defining and Delimiting Engineering Problems**
LEARNING CONTINUUM	SCI.ETS1 .A.h.2.	Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Explore Renewables Energy Poster Project 9-12 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ETS .**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 1.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 1.B.**	**Developing Possible Solutions**

LEARNING CONTINUUM	SCI.ETS1.B.h.1.	When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 Understanding Energy Demand Video Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 Poster Campaign School Audit Shutdown Reminders Staff Presentation
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2.A.h.1.	Science and engineering complement each other in the cycle known as research and development (R&D). **Alliance to Save Energy** 9-12 Explore Renewables Video
LEARNING CONTINUUM	SCI.ETS2.A.h.2.	Many research and development projects may involve scientists, engineers, and others with wide ranges of expertise. **Alliance to Save Energy** 9-12 Explore Renewables Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.B.**	**Influence of Engineering, Technology, and Science on Society and the Natural World**
LEARNING CONTINUUM	SCI.ETS2.B.h.1.	Modern civilization depends on major technological systems, such as agriculture, health, water, energy, transportation, manufacturing, construction, and communications. **Alliance to Save Energy** 9-12 Climate Video 9-12 Explore Renewables Video Mr. BAS Mr. BTU 9-12 Professor Frio
LEARNING CONTINUUM	SCI.ETS2.B.h.2.	Engineers continuously modify these systems to increase benefits while decreasing costs and risks. **Alliance to Save Energy** 9-12 Green Your Career Video
LEARNING CONTINUUM	SCI.ETS2.B.h.3.	New technologies can have deep impacts on society and the environment, including some that were not anticipated. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video Assembly Announcement Family Presentation Mr. BAS Mr. BTU 9-12 Professor Frio Staff Presentation
LEARNING CONTINUUM	SCI.ETS2.B.h.4.	Analysis of costs and benefits is a critical aspect of decisions about technology. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video Assembly Announcement Family Presentation Mr. BAS Mr. BTU 9-12 Professor Frio Staff Presentation
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.A.**	**Science and Engineering Are Human Endeavors**

LEARNING CONTINUUM	SCI.ETS3.A.h.1.	Individuals from diverse backgrounds bring unique perspectives that are valuable to the outcomes and processes of science and engineering. **Alliance to Save Energy** 9-12 Environmental Justice Video
LEARNING CONTINUUM	SCI.ETS3.A.h.2.	Scientists' and engineers' backgrounds, perspectives, and fields of endeavor influence the nature of questions they ask, the definition of problems, and the nature of their findings and solutions. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.B.**	**Science and Engineering Are Unique Ways of Thinking with Different Purposes**

LEARNING CONTINUUM	SCI.ETS3.B.h.3.	Science and engineering innovations may raise ethical issues for which science and engineering, by themselves, do not provide answers and solutions. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video 9-12 Environmental Justice Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.C.**	**Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems**

LEARNING CONTINUUM	SCI.ETS3.C.h.2.	The certainty and durability of science findings varies based on the strength of supporting evidence. Theories are usually modified if they are not able to accommodate new evidence. **Alliance to Save Energy** 9-12 Environmental Justice Video

Wisconsin Academic Standards

Science

Grade: **12** - Adopted: **2017**

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC4.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of systems and models to make sense of phenomena and solve problems.**

DESCRIPTOR / FOCUS AREA		**Systems and System Models**
LEARNING CONTINUUM	SCI.CC4.h.	Students investigate or analyze a system by defining its boundaries and initial conditions, as well as its inputs and outputs. They use models (e.g., physical, mathematical, computer models) to simulate the flow of energy, matter, and interactions within and between systems at different scales. They also use models and simulations to predict the behavior of a system, and recognize that these predictions have limited precision and reliability due to the assumptions and approximations inherent in the models. They also design systems to do specific tasks. **Alliance to Save Energy** 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC5.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of energy and matter to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Energy and Matter**
LEARNING CONTINUUM	SCI.CC5.h.	Students understand that the total amount of energy and matter in closed systems is conserved. They describe changes of energy and matter in a system in terms of energy and matter flows into, out of, and within that system. They also learn that energy cannot be created or destroyed. It only moves between one place and another place, between objects and/or fields, or between systems. Energy drives the cycling of matter within and between systems. In nuclear processes, atoms are not conserved, but the total number of protons plus neutrons is conserved. **Alliance to Save Energy** Mr. BTU 9-12 Professor Frio

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.CC.**	**Crosscutting Concepts (CC)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.CC6.**	**Students use science and engineering practices, disciplinary core ideas, and an understanding of structure and function to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA		**Structure and Function**
LEARNING CONTINUUM	SCI.CC6.h.	Students investigate systems by examining the properties of different materials, the structures of different components, and their interconnections to reveal the system's function and solve a problem. They infer the functions and properties of natural and designed objects and systems from their overall structure, the way their components are shaped and used, and the molecular substructures of their various materials. **Alliance to Save Energy** 9-12 Climate Video Amelia Airflow 9-12 Mr. BAS Mr. BTU 9-12 Professor Frio

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.CC.	Crosscutting Concepts (CC)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.CC7.	Students use science and engineering practices, disciplinary core ideas, and an understanding of stability and change to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA		Stability and Change
LEARNING CONTINUUM	SCI.CC7.h.	Students understand much of science deals with constructing explanations of how things change and how they remain stable. They quantify and model changes in systems over very short or very long periods of time. They see some changes are irreversible, and negative feedback can stabilize a system, while positive feedback can destabilize it. They recognize systems can be designed for greater or lesser stability. **Alliance to Save Energy** 9-12 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.SEP.	Science and Engineering Practices (SEP)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.SEP 2.	Students develop and use models, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.SEP 2.A.	Developing Models – Students use, synthesize, and develop models to predict and show relationships among variables and between systems and their components in the natural and designed world. This includes the following:
LEARNING CONTINUUM	SCI.SEP2.A.h.6.	Develop and use a model (including mathematical and computational) to generate data to support explanations, predict phenomena, analyze systems, and solve problems. **Alliance to Save Energy** 9-12 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 School Audit

DOMAIN	WI.SCI.	Science
CONTENT STANDARD	SCI.SEP.	Science and Engineering Practices (SEP)
PERFORMANCE STANDARD / LEARNING PRIORITY	SCI.SEP 3.	Students plan and carry out investigations, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.
DESCRIPTOR / FOCUS AREA	SCI.SEP 3.A.	Planning and Conducting Investigations – Students plan and carry out investigations that provide evidence for and test conceptual, mathematical, physical, and empirical models: This includes the following:

LEARNING CONTINUUM	SCI.SEP3.A.h.4.	Select appropriate tools to collect, record, analyze, and evaluate data. **Alliance to Save Energy** 9-12 Water Audit Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 4.**	**Students analyze and interpret data, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 4.A.**	**Analyze and Interpret Data – Students engage in more detailed statistical analysis, the comparison of data sets for consistency, and the use of models to generate and analyze data. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 4.A.h.1.	Analyze data using tools, technologies, and models (e.g., computational, mathematical) in order to make valid and reliable scientific claims or determine an optimal design solution. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.3.	Consider and address more sophisticated limitations of data analysis (e.g., sample selection) when analyzing and interpreting data. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit

LEARNING CONTINUUM	SCI.SEP 4.A.h.4.	Compare and contrast various types of data sets (e.g., self-generated, archival) to examine consistency of measurements and observations. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.5.	Evaluate the impact of new data on a working explanation or model of a proposed process or system. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 4.A.h.6.	Analyze data to optimize design features or characteristics of system components relative to criteria for success. **Alliance to Save Energy** 9-12 Energy Audit Video 9-12 Water Audit Appliance Audit Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 5.**	**Students use mathematics and computational thinking, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 5.A.**	**Qualitative and Quantitative Data – Students use algebraic thinking and analysis, a range of linear and nonlinear functions (including trigonometric functions, exponentials, and logarithms), and computational tools for statistical analysis to analyze, represent, and model data. Simple computational simulations are created and used based on mathematical models of basic assumptions. This includes the following:**

LEARNING CONTINUUM	SCI.SEP 5.A.h.3.	Use mathematical, computational, and algorithmic representations of phenomena or design solutions to describe and support claims and explanations. **Alliance to Save Energy** 9-12 Energy Audit Video Appliance Audit HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.h.4.	Apply techniques of algebra and functions to represent and solve scientific and engineering problems. **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
LEARNING CONTINUUM	SCI.SEP 5.A.h.6.	Apply ratios, rates, percentages, and unit conversions in the context of complicated measurement problems involving quantities with derived or compound units (such as mg/mL, kg/m3, acre-feet, and others). **Alliance to Save Energy** Appliance Audit HVAC Audit Home Energy Audit Lighting Audit School Audit
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.SEP.**	**Science and Engineering Practices (SEP)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.SEP 8.**	**Students will obtain, evaluate and communicate information, in conjunction with using crosscutting concepts and disciplinary core ideas, to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.SEP 8.A.**	**Obtain, Evaluate, and Communicate Information – Students evaluate the validity and reliability of claims, methods, and designs. This includes the following:**
LEARNING CONTINUUM	SCI.SEP 8.A.h.2.	Compare, integrate, and evaluate sources of information presented in different media or formats (e.g., visually, quantitatively, or text-based) in order to address a scientific question or solve a problem. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
LEARNING CONTINUUM	SCI.SEP 8.A.h.3.	Gather, read, and evaluate scientific and technical information from multiple authoritative sources, assessing the evidence and usefulness of each source. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design

LEARNING CONTINUUM	SCI.SEP 8.A.h.4.	Synthesize and evaluate the validity and reliability of multiple claims, methods, or designs that appear in scientific and technical texts or media reports. Verify the data when possible. **Alliance to Save Energy** 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career Amelia Airflow 9-12 Capstone Project Green Future Design
LEARNING CONTINUUM	SCI.SEP 8.A.h.5.	Communicate scientific and technical information in multiple formats, including orally, graphically, textually, and mathematically. Examples of information could include ideas about phenomena or the design and performance of a proposed process or system. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Custodial Presentation & Pledge 9-12 Explore Renewables Energy Poster Project 9-12 My Future Green Career 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Lighting Audit Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Staff Presentation Water Awareness Posters Water Saving Awareness
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.LS.**	**Disciplinary Core Idea: Life Science (LS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.LS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the interactions, energy, and dynamics within ecosystems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.LS2.C.**	**Ecosystem Dynamics, Functioning, and Resilience**
LEARNING CONTINUUM	SCI.LS2.C.h.	If a biological or physical disturbance to an ecosystem occurs, including one induced by human activity, the ecosystem may return to its more or less original state or become a very different ecosystem, depending on the complex set of interactions within the ecosystem. **Alliance to Save Energy** 9-12 Climate Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.LS.**	**Disciplinary Core Idea: Life Science (LS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.LS4.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of biological evolution to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.LS4.D.**	**Biodiversity and Humans**
LEARNING CONTINUUM	SCI.LS4.D.h.	Biodiversity is increased by formation of new species and reduced by extinction. Humans depend on biodiversity but also have adverse impacts on it. Sustaining biodiversity is essential to supporting life on Earth. **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 Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Family Presentation Green Future Design Home Energy Demand Pledge My Future Green Career Presentation Shutdown Reminders Staff Presentation

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.A.**	**Earth Materials and Systems**
LEARNING CONTINUUM	SCI.ESS2.A.h.	Feedback effects exist within and among Earth's systems. **Alliance to Save Energy** 9-12 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of Earth's systems to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS2.D.**	**Weather and Climate**

LEARNING CONTINUUM	SCI.ESS2.D.h.	The role of radiation from the sun and its interactions with the atmosphere, ocean, and land are the foundation for the global climate system. Global climate models are used to predict future changes, including changes influenced by human behavior and natural factors. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.A.**	**Natural Resources**

LEARNING CONTINUUM	SCI.ESS3.A.h.	Resource availability has guided the development of human society and use of natural resources has associated costs, risks, and benefits. **Alliance to Save Energy** 9-12 Energy Basics Video 9-12 Explore Renewables Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.B.**	**Natural Hazards**

LEARNING CONTINUUM	SCI.ESS3.B.h.	Natural hazards and other geological events have shaped the course of human history at local, regional, and global scales. **Alliance to Save Energy** 9-12 Climate Video

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.C.**	**Human Impacts on Earth Systems**

LEARNING CONTINUUM	SCI.ESS3.C.h.	Sustainability of human societies and the biodiversity that supports them requires responsible management of natural resources, including the development of technologies. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 My Future Green Career 9-12 Understanding Energy Demand Video 9-12 Water Audit Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 My Future Green Career Presentation Poster Campaign School Audit Shutdown Reminders Staff Presentation Water Awareness Posters Water Saving Awareness

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ESS.**	**Disciplinary Core Idea: Earth and Space Sciences (ESS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ESS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the Earth and human activity to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ESS3.D.**	**Global Climate Change**
LEARNING CONTINUUM	SCI.ESS3.D.h.	Global climate models used to predict changes continue to be improved, although discoveries about the global climate system are ongoing and continually needed. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video Carbon Footprint Calculator

DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 1.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 1.A.**	**Defining and Delimiting Engineering Problems**
LEARNING CONTINUUM	SCI.ETS1.A.h.2.	Humanity faces major global challenges today, such as the need for supplies of clean water and food or for energy sources that minimize pollution, which can be addressed through engineering. These global challenges also may have manifestations in local communities. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Explore Renewables Energy Poster Project 9-12 Understanding Energy Demand Video Assembly Announcement Carbon Footprint Calculator Family Presentation Staff Presentation

DOMAIN **WI.SCI.** **Science**

CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 1.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of engineering design to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 1.B.**	**Developing Possible Solutions**

LEARNING CONTINUUM	SCI.ETS1.B.h.1.	When evaluating solutions, it is important to take into account a range of constraints, including cost, safety, reliability, and aesthetics, and to consider social, cultural, and environmental impacts. **Alliance to Save Energy** 6-12 Final Presentation & Peer Performance 9-12 Carbon Rank Competition 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Audit Video 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video 9-12 Green Your Career Video 9-12 Understanding Energy Demand Video Amelia Airflow 9-12 Appliance Audit Assembly Announcement Capstone Project Carbon Footprint Calculator Carbon Footprint Journal Energy Patrol Contest Family Presentation Green Future Design HVAC Audit Home Energy Audit Home Energy Demand Pledge Lighting Audit Mr. BAS Mr. BTU 9-12 Poster Campaign School Audit Shutdown Reminders Staff Presentation
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS2.A.**	**Interdependence of Science, Engineering, and Technology**
LEARNING CONTINUUM	SCI.ETS2.A.h.1.	Science and engineering complement each other in the cycle known as research and development (R&D). **Alliance to Save Energy** 9-12 Explore Renewables Video
LEARNING CONTINUUM	SCI.ETS2.A.h.2.	Many research and development projects may involve scientists, engineers, and others with wide ranges of expertise. **Alliance to Save Energy** 9-12 Explore Renewables Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**

PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 2.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the links among Engineering, Technology, Science, and Society to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 2.B.**	**Influence of Engineering, Technology, and Science on Society and the Natural World**
LEARNING CONTINUUM	SCI.ETS2.B.h.1.	Modern civilization depends on major technological systems, such as agriculture, health, water, energy, transportation, manufacturing, construction, and communications. **Alliance to Save Energy** 9-12 Climate Video 9-12 Explore Renewables Video Mr. BAS Mr. BTU 9-12 Professor Frio
LEARNING CONTINUUM	SCI.ETS2.B.h.2.	Engineers continuously modify these systems to increase benefits while decreasing costs and risks. **Alliance to Save Energy** 9-12 Green Your Career Video
LEARNING CONTINUUM	SCI.ETS2.B.h.3.	New technologies can have deep impacts on society and the environment, including some that were not anticipated. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video Assembly Announcement Family Presentation Mr. BAS Mr. BTU 9-12 Professor Frio Staff Presentation
LEARNING CONTINUUM	SCI.ETS2.B.h.4.	Analysis of costs and benefits is a critical aspect of decisions about technology. **Alliance to Save Energy** 9-12 Climate Video 9-12 Custodial Presentation & Pledge 9-12 Energy Basics Video 9-12 Environmental Justice Video 9-12 Explore Renewables Video Assembly Announcement Family Presentation Mr. BAS Mr. BTU 9-12 Professor Frio Staff Presentation
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS 3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS 3.A.**	**Science and Engineering Are Human Endeavors**

LEARNING CONTINUUM	SCI.ETS3.A.h.1.	Individuals from diverse backgrounds bring unique perspectives that are valuable to the outcomes and processes of science and engineering. **Alliance to Save Energy** 9-12 Environmental Justice Video
LEARNING CONTINUUM	SCI.ETS3.A.h.2.	Scientists' and engineers' backgrounds, perspectives, and fields of endeavor influence the nature of questions they ask, the definition of problems, and the nature of their findings and solutions. **Alliance to Save Energy** 9-12 Environmental Justice Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.B.**	**Science and Engineering Are Unique Ways of Thinking with Different Purposes**
LEARNING CONTINUUM	SCI.ETS3.B.h.3.	Science and engineering innovations may raise ethical issues for which science and engineering, by themselves, do not provide answers and solutions. **Alliance to Save Energy** 9-12 Climate Video 9-12 Energy Basics Video 9-12 Environmental Justice Video
DOMAIN	**WI.SCI.**	**Science**
CONTENT STANDARD	**SCI.ETS.**	**Disciplinary Core Idea: Engineering, Technology, and the Application of Science (ETS)**
PERFORMANCE STANDARD / LEARNING PRIORITY	**SCI.ETS3.**	**Students use science and engineering practices, crosscutting concepts, and an understanding of the nature of science and engineering to make sense of phenomena and solve problems.**
DESCRIPTOR / FOCUS AREA	**SCI.ETS3.C.**	**Science and Engineering Use Multiple Approaches to Create New Knowledge and Solve Problems**
LEARNING CONTINUUM	SCI.ETS3.C.h.2.	The certainty and durability of science findings varies based on the strength of supporting evidence. Theories are usually modified if they are not able to accommodate new evidence. **Alliance to Save Energy** 9-12 Environmental Justice Video

Wisconsin Academic Standards

Social Studies

Grade: **3** - Adopted: **2018**

DOMAIN	**WI.SS.Inq:**	**Social Studies Inquiry Practices and Processes (Inq)**
CONTENT STANDARD	**SS.Inq5:**	**Wisconsin students will be civically engaged.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Inq5.a:**	**Civic engagement**

DESCRIPTOR / FOCUS AREA	SS.Inq5.a.i.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN	**WI.SS.Geog.**	**Geography (Geog)**
CONTENT STANDARD	**SS.Geog5:**	**Wisconsin students will evaluate the relationship between humans and the environment.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Geog5.a:**	**Human Environment Interaction**
DESCRIPTOR / FOCUS AREA	SS.Geog5.a.3-4.	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN	**WI.SS.PS.**	**Political Science (PS)**
CONTENT STANDARD	**SS.PS2:**	**Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**PS2.b:**	**Fundamentals of Citizenship**
DESCRIPTOR / FOCUS AREA	SS.PS2.b.5.	Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization). **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN	**WI.SS.PS.**	**Political Science (PS)**
CONTENT STANDARD	**SS.PS2:**	**Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**PS2.c:**	**Asserting and Reaffirming of Human Rights**
DESCRIPTOR / FOCUS AREA	SS.PS2.c.4-5.	Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities. **Alliance to Save Energy** 3-5 Environmental Justice Video

Wisconsin Academic Standards

Social Studies

Grade: **4** - Adopted: **2018**

DOMAIN	**WI.SS.Inq:**	**Social Studies Inquiry Practices and Processes (Inq)**
CONTENT STANDARD	**SS.Inq5:**	**Wisconsin students will be civically engaged.**

PERFORMANCE STANDARD / LEARNING PRIORITY	**Inq5.a:**	**Civic engagement**
DESCRIPTOR / FOCUS AREA	SS.Inq5.a.i.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN **WI.SS.Geog.** **Geography (Geog)**

CONTENT STANDARD	**SS.Geog5:**	**Wisconsin students will evaluate the relationship between humans and the environment.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Geog5.a:**	**Human Environment Interaction**
DESCRIPTOR / FOCUS AREA	SS.Geog5.a.3-4.	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN **WI.SS.PS. Political Science (PS)**

CONTENT STANDARD	**SS.PS2:**	**Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**PS2.b:**	**Fundamentals of Citizenship**
DESCRIPTOR / FOCUS AREA	SS.PS2.b.5.	Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization). **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN **WI.SS.PS. Political Science (PS)**

CONTENT STANDARD	**SS.PS2:**	**Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**PS2.c:**	**Asserting and Reaffirming of Human Rights**
DESCRIPTOR / FOCUS AREA	SS.PS2.c.4-5.	Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities. **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN	**WI.SS.Inq :**	**Social Studies Inquiry Practices and Processes (Inq)**
CONTENT STANDARD	**SS.Inq5:**	**Wisconsin students will be civically engaged.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Inq5.a:**	**Civic engagement**
DESCRIPTOR / FOCUS AREA	SS.Inq5.a.i.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN	**WI.SS.Geog.**	**Geography (Geog)**
CONTENT STANDARD	**SS.Geog5:**	**Wisconsin students will evaluate the relationship between humans and the environment.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Geog5.a:**	**Human Environment Interaction**
DESCRIPTOR / FOCUS AREA	SS.Geog5.a.3-4.	Compare the positive and negative effects of human actions on our physical environment (e.g., availability of water, fertility of soils) over time **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN	**WI.SS.PS.**	**Political Science (PS)**
CONTENT STANDARD	**SS.PS2:**	**Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**PS2.b:**	**Fundamentals of Citizenship**
DESCRIPTOR / FOCUS AREA	SS.PS2.b.5.	Compare and contrast being a citizen of a country to the principles of good citizenship. Describe the process by which people in the United States become legal citizens (i.e., natural born or naturalization). **Alliance to Save Energy** 3-5 Environmental Justice Video

DOMAIN	**WI.SS.PS.**	**Political Science (PS)**
CONTENT STANDARD	**SS.PS2:**	**Wisconsin students will examine and interpret rights, privileges, and responsibilities in society.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**PS2.c:**	**Asserting and Reaffirming of Human Rights**
DESCRIPTOR / FOCUS AREA	SS.PS2.c.4-5.	Critique instances where groups have been denied access to power and rights, and any law or customs that have altered these instances. Summarize how people (e.g., religious groups, civil rights groups, workers, neighborhood residents) organize to gain a greater voice to impact and change their communities. **Alliance to Save Energy** 3-5 Environmental Justice Video

Wisconsin Academic Standards

Social Studies

Grade: **6** - Adopted: **2018**

DOMAIN **WI.SS.Inq Social Studies Inquiry Practices and Processes (Inq)**

CONTENT STANDARD	**SS.Inq5:**	**Wisconsin students will be civically engaged.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Inq5.a:**	**Civic engagement**
DESCRIPTOR / FOCUS AREA	SS.Inq5.a.m.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN **WI.SS.BH. Behavioral Sciences (BH)**

CONTENT STANDARD	**SS.BH3:**	**Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).**
PERFORMANCE STANDARD / LEARNING PRIORITY	**BH3.a:**	**Social Interactions**
DESCRIPTOR / FOCUS AREA	SS.BH3.a.m.	Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN **WI.SS.PS. Political Science (PS)**

CONTENT STANDARD	**SS.PS1:**	**Wisconsin students will identify and analyze democratic principles and ideals.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**PS1.a:**	**Values & Principles of American Constitutional Democracy**
DESCRIPTOR / FOCUS AREA	SS.PS1.a.m.	Investigate the components of responsible citizenship. Summarize the importance of rule of law. **Alliance to Save Energy** 6-8 Environmental Justice Video

Wisconsin Academic Standards

Social Studies

Grade: **7** - Adopted: **2018**

DOMAIN **WI.SS.Inq Social Studies Inquiry Practices and Processes (Inq)**

CONTENT STANDARD	**SS.Inq5:**	**Wisconsin students will be civically engaged.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Inq5.a:**	**Civic engagement**

DESCRIPTOR / FOCUS AREA	SS.Inq5.a.m.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN **WI.SS.BH. Behavioral Sciences (BH)**

CONTENT STANDARD	**SS.BH3:**	**Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).**
PERFORMANCE STANDARD / LEARNING PRIORITY	**BH3.a:**	**Social Interactions**
DESCRIPTOR / FOCUS AREA	SS.BH3.a.m.	Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN **WI.SS.PS. Political Science (PS)**

CONTENT STANDARD	**SS.PS1:**	**Wisconsin students will identify and analyze democratic principles and ideals.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**PS1.a:**	**Values & Principles of American Constitutional Democracy**
DESCRIPTOR / FOCUS AREA	SS.PS1.a.m.	Investigate the components of responsible citizenship. Summarize the importance of rule of law. **Alliance to Save Energy** 6-8 Environmental Justice Video

Wisconsin Academic Standards

Social Studies

Grade: **8** - Adopted: **2018**

DOMAIN **WI.SS.Inq Social Studies Inquiry Practices and Processes (Inq) :**

CONTENT STANDARD	**SS.Inq5:**	**Wisconsin students will be civically engaged.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Inq5.a:**	**Civic engagement**
DESCRIPTOR / FOCUS AREA	SS.Inq5.a.m.	Explore opportunities for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN **WI.SS.BH. Behavioral Sciences (BH)**

CONTENT STANDARD	**SS.BH3:**	**Wisconsin students will assess the role that human behavior and cultures play in the development of social endeavors (Anthropology).**

PERFORMANCE STANDARD / LEARNING PRIORITY	**BH3.a:**	**Social Interactions**
DESCRIPTOR / FOCUS AREA	SS.BH3.a.m.	Analyze how a person's local actions can have global consequences, and how global patterns and processes can affect seemingly unrelated local actions. **Alliance to Save Energy** 6-8 Environmental Justice Video

DOMAIN **WI.SS.PS. Political Science (PS)**

CONTENT STANDARD	**SS.PS1:**	**Wisconsin students will identify and analyze democratic principles and ideals.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**PS1.a:**	**Values & Principles of American Constitutional Democracy**
DESCRIPTOR / FOCUS AREA	SS.PS1.a.m.	Investigate the components of responsible citizenship. Summarize the importance of rule of law. **Alliance to Save Energy** 6-8 Environmental Justice Video

Wisconsin Academic Standards

Social Studies

Grade: **9** - Adopted: **2018**

DOMAIN **WI.SS.Inq: Social Studies Inquiry Practices and Processes (Inq)**

CONTENT STANDARD	**SS.Inq5:**	**Wisconsin students will be civically engaged.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Inq5.a:**	**Civic engagement**
DESCRIPTOR / FOCUS AREA	SS.Inq5.a.h.	Explore opportunities, informed by the knowledge and methods of the social sciences , for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN **WI.SS.BH. Behavioral Sciences (BH)**

CONTENT STANDARD	**SS.BH2:**	**Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).**
PERFORMANCE STANDARD / LEARNING PRIORITY	**BH2.b:**	**Cultural patterns**
DESCRIPTOR / FOCUS AREA	SS.BH2.b.h.	Critique interpretations of how different cultures interact with their environment. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN **WI.SS.Geog. Geography (Geog)**

CONTENT STANDARD	**SS.Geog5:**	**Wisconsin students will evaluate the relationship between humans and the environment.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Geog5.a:**	**Human Environment Interaction**
DESCRIPTOR / FOCUS AREA	SS.Geog5.a.h.	Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels. **Alliance to Save Energy** 9-12 Environmental Justice Video

Wisconsin Academic Standards

Social Studies

Grade: **10** - Adopted: **2018**

DOMAIN **WI.SS.Inq: Social Studies Inquiry Practices and Processes (Inq)**

CONTENT STANDARD	**SS.Inq5:**	**Wisconsin students will be civically engaged.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Inq5.a:**	**Civic engagement**
DESCRIPTOR / FOCUS AREA	SS.Inq5.a.h.	Explore opportunities, informed by the knowledge and methods of the social sciences , for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN **WI.SS.BH. Behavioral Sciences (BH)**

CONTENT STANDARD	**SS.BH2:**	**Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).**
PERFORMANCE STANDARD / LEARNING PRIORITY	**BH2.b:**	**Cultural patterns**
DESCRIPTOR / FOCUS AREA	SS.BH2.b.h.	Critique interpretations of how different cultures interact with their environment. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN **WI.SS.Geog. Geography (Geog)**

CONTENT STANDARD	**SS.Geog5:**	**Wisconsin students will evaluate the relationship between humans and the environment.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Geog5.a:**	**Human Environment Interaction**
DESCRIPTOR / FOCUS AREA	SS.Geog5.a.h.	Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels. **Alliance to Save Energy** 9-12 Environmental Justice Video

Social Studies

Grade: **11** - Adopted: **2018**

DOMAIN	**WI.SS.Inq:**	**Social Studies Inquiry Practices and Processes (Inq)**
CONTENT STANDARD	**SS.Inq5:**	**Wisconsin students will be civically engaged.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Inq5.a:**	**Civic engagement**
DESCRIPTOR / FOCUS AREA	SS.Inq5.a.h.	Explore opportunities, informed by the knowledge and methods of the social sciences , for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN	**WI.SS.BH.**	**Behavioral Sciences (BH)**
CONTENT STANDARD	**SS.BH2:**	**Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).**
PERFORMANCE STANDARD / LEARNING PRIORITY	**BH2.b:**	**Cultural patterns**
DESCRIPTOR / FOCUS AREA	SS.BH2.b.h.	Critique interpretations of how different cultures interact with their environment. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN	**WI.SS.Geog.**	**Geography (Geog)**
CONTENT STANDARD	**SS.Geog5:**	**Wisconsin students will evaluate the relationship between humans and the environment.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Geog5.a:**	**Human Environment Interaction**
DESCRIPTOR / FOCUS AREA	SS.Geog5.a.h.	Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels. **Alliance to Save Energy** 9-12 Environmental Justice Video

Wisconsin Academic Standards

Social Studies

Grade: **12** - Adopted: **2018**

DOMAIN	**WI.SS.Inq:**	**Social Studies Inquiry Practices and Processes (Inq)**
CONTENT STANDARD	**SS.Inq5:**	**Wisconsin students will be civically engaged.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Inq5.a:**	**Civic engagement**

DESCRIPTOR / FOCUS AREA	SS.Inq5.a.h.	Explore opportunities, informed by the knowledge and methods of the social sciences , for personal or collaborative civic engagement with community, school, state, tribal, national, and/or global implications. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN **WI.SS.BH. Behavioral Sciences (BH)**

CONTENT STANDARD	**SS.BH2:**	**Wisconsin students will investigate and interpret interactions between individuals and groups (Sociology).**
PERFORMANCE STANDARD / LEARNING PRIORITY	**BH2.b:**	**Cultural patterns**
DESCRIPTOR / FOCUS AREA	SS.BH2.b.h.	Critique interpretations of how different cultures interact with their environment. **Alliance to Save Energy** 9-12 Environmental Justice Video

DOMAIN **WI.SS.Geog. Geography (Geog)**

CONTENT STANDARD	**SS.Geog5:**	**Wisconsin students will evaluate the relationship between humans and the environment.**
PERFORMANCE STANDARD / LEARNING PRIORITY	**Geog5.a:**	**Human Environment Interaction**
DESCRIPTOR / FOCUS AREA	SS.Geog5.a.h.	Analyze the intentional and unintentional spatial consequences of human actions on the environment at the local, state, tribal, regional, country, and world levels. **Alliance to Save Energy** 9-12 Environmental Justice Video