

CTESTAR™ Course Curriculum Cross-Walk by Task

Pathway

Engineering/Manufacturing and Industrial Technology

Course

Building Construction

Instructor

Mr. Lee Greenacre

Number

92711-01

Section

001-006

Host School

Saginaw Career Complex

PERSONAL MANAGEMENT AND EMPLOYABILITY STANDARDS

01.01 Demonstrate appropriate work habits and attitudes

01.01.01 Practice ethical, responsible, and professional behavior	
SOC.I	Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.
SOC.II	Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.
SOC.IV	Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

01.01.02 Demonstrate regular and punctual attendance.

SOC.VII	Students will act constructively to further the public good.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
01.01.03 Complete assignments with minimum supervision and meet school/work deadlines	
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
01.01.04 Apply principles of resource management and develop skills that promote personal and professional well-being	
SOC.I	Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.
SOC.IV	Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.
SOC.V	Students will use methods of social science investigation to answer questions about society.
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.

ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
01.01.05 Maintain consistent effort	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.2.CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.4.CE 4.2.5	Recognize language bias in one’s community, school, textbooks, the public press, and in one’s own use of language.

Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
Math.1.L1.1.2	Explain why the multiplicative inverse of a number has the same sign as the number, while the additive inverse of a number has the opposite sign.
Math.1.L1.1.3	Explain how the properties of associativity, commutativity, and distributivity, as well as identity and inverse elements, are used in arithmetic and algebraic calculations.
Math.1.L1.1.4	Describe the reasons for the different effects of multiplication by, or exponentiation of, a positive number by a number less than 0, a number between 0 and 1, and a number greater than 1.
Math.1.L1.1.5	Justify numerical relationships (e.g., show that the sum of even integers is even; that every integer can be written as $3m+k$, where k is 0, 1, or 2, and m is an integer; or that the sum of the first n positive integers is $n(n+1)/2$).
Math.1.L1.1.6	Explain the importance of the irrational numbers $\sqrt{2}$ and $\sqrt{3}$ in basic right triangle trigonometry; the importance of π because of its role in circle relationships; and the role of e in applications such as continuously compounded interest.
Math.1.L1.2.1	Use mathematical symbols (e.g., interval notation, set notation, summation notation) to represent quantitative relationships and situations.
Math.1.L1.2.2	Interpret representations that reflect absolute value relationships (e.g. $ x - a \leq b$, or $a \pm b$) in such contexts as error tolerance.
Math.1.L1.2.3	Use vectors to represent quantities that have magnitude and direction; interpret direction and magnitude of a vector numerically, and calculate the sum and difference of two vectors.
Math.1.L1.2.4	Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.
Math.1.L1.2.5	Read and interpret representations from various technological sources, such as contour or isobar diagrams.
Math.1.L1.3.1	Describe, explain, and apply various counting techniques (e.g., finding the number of different 4-letter passwords; permutations; and combinations); relate combinations to Pascal's triangle; know when to use each technique.
Math.1.L1.3.2	Define and interpret commonly used expressions of probability (e.g., chances of an event, likelihood, odds).
Math.1.L1.3.3	Recognize and explain common probability misconceptions such as "hot streaks" and "being due."
Math.1.L2.1.1	Explain the meaning and uses of weighted averages (e.g., GNP, consumer price index, grade point average).
Math.1.L2.1.2	Calculate fluently with numerical expressions involving exponents; use the rules of exponents; evaluate numerical expressions involving rational and negative exponents; transition easily between roots and exponents.
Math.1.L2.1.3	Explain the exponential relationship between a number and its base 10 logarithm, and use it to relate rules of logarithms to those of exponents in expressions involving numbers.
Math.1.L2.1.4	Know that the complex number i is one of two solutions to $x^2 = -1$.
Math.1.L2.1.5	Add, subtract, and multiply complex numbers; use conjugates to simplify quotients of complex numbers.
Math.1.L2.1.6	Recognize when exact answers aren't always possible or practical; use appropriate algorithms to approximate solutions to equations (e.g., to approximate square roots).
Math.1.L2.1.7	Understand the mathematical bases for the differences among voting procedures.
Math.1.L2.2.1	Find the n th term in arithmetic, geometric, or other simple sequences.
Math.1.L2.2.2	Compute sums of finite arithmetic and geometric sequences.

Math.1.L2.2.3	Use iterative processes in such examples as computing compound interest or applying approximation procedures.
Math.1.L2.2.4	Compute sums of infinite geometric sequences.
Math.1.L3.1.1	Convert units of measurement within and between systems; explain how arithmetic operations on measurements affect units, and carry units through calculations correctly.
Math.1.L3.1.2	Describe and interpret logarithmic relationships in such contexts as the Richter scale, the pH scale, or decibel measurements (e.g., explain why a small change in the scale can represent a large change in intensity); solve applied problems.
Math.1.L3.2.1	Determine what degree of accuracy is reasonable for measurements in a given situation; express accuracy through use of significant digits, error tolerance, or percent of error; describe how errors in measurements are magnified by computation; recognize accumulated error in applied situations.
Math.1.L3.2.2	Describe and explain round-off error, rounding, and truncating.
Math.1.L3.2.3	Know the meaning of and interpret statistical significance, margin of error, and confidence level.
Math.1.L4.1.1	Distinguish between inductive and deductive reasoning, identifying and providing examples of each.
Math.1.L4.1.2	Differentiate between statistical arguments (statements verified empirically using examples or data) and logical arguments based on the rules of logic.
Math.1.L4.1.3	Define and explain the roles of axioms (postulates), definitions, theorems, counterexamples, and proofs in the logical structure of mathematics; identify and give examples of each.
Math.1.L4.2.1	Know and use the terms of basic logic (e.g., proposition, negation, truth and falsity, implication, if and only if, contrapositive, and converse).
Math.1.L4.2.2	Use the connectives “NOT,” “AND,” “OR,” and “IF..., THEN,” in mathematical and everyday settings. Know the truth table of each connective and how to logically negate statements involving these connectives.
Math.1.L4.2.3	Use the quantifiers “THERE EXISTS” and “ALL” in mathematical and everyday settings and know how to logically negate statements involving them.
Math.1.L4.2.4	Write the converse, inverse, and contrapositive of an “If..., then...” statement; use the fact, in mathematical and everyday settings, that the contrapositive is logically equivalent to the original while the inverse and converse are not.
Math.1.L4.3.1	Know the basic structure for the proof of an “If..., then...” statement (assuming the hypothesis and ending with the conclusion) and know that proving the contrapositive is equivalent.
Math.1.L4.3.2	Construct proofs by contradiction; use counterexamples, when appropriate, to disprove a statement.
Math.1.L4.3.3	Explain the difference between a necessary and a sufficient condition within the statement of a theorem; determine the correct conclusions based on interpreting a theorem in which necessary or sufficient conditions in the theorem or hypothesis are satisfied.
Math.2.A1.1.1	Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.
Math.2.A1.1.2	Know the definitions and properties of exponents and roots, transition fluently between them, and apply them in algebraic expressions.
Math.2.A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).
Math.2.A1.1.4	Add, subtract, multiply, and simplify polynomials and rational expressions (e.g., multiply $(x - 1)(1 - x^2 + 3)$; simplify $(9x - x^3)/(x + 3)$)

Math.2.A1.1.5	Divide a polynomial by a monomial.
Math.2.A1.1.6	Transform exponential and logarithmic expressions into equivalent forms using the properties of exponents and logarithms including the inverse relationship between exponents and logarithms.
Math.2.A1.1.7	Transform trigonometric expressions into equivalent forms using basic identities such as $\sin^2 + \cos^2 = 1$, $\tan = \sin/\cos$, and $\tan^2 + 1 = \sec^2$
Math.2.A1.2.1	Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.
Math.2.A1.2.3	Solve (and justify steps in the solutions) linear and quadratic equations and inequalities, including systems of up to three linear equations with three unknowns; apply the quadratic formula appropriately.
Math.2.A1.2.4	Solve absolute value equations and inequalities, (e.g. solve $ x - 3 \leq 6$), and justify steps in the solution.
Math.2.A1.2.5	Solve polynomial equations and equations involving rational expressions (e.g. solve $-2x(x^2 + 4x + 3) = 0$; solve $x - 1/(x + 6) = 3$), and justify steps in the solution.
Math.2.A1.2.6	Solve power equations (e.g., $(x + 1)^3 = 8$) and equations including radical expressions (e.g., $\sqrt{3x - 7} = 7$), justify steps in the solution, and explain how extraneous solutions may arise.
Math.2.A1.2.7	Solve exponential and logarithmic equations (e.g., $3(2^x) = 24$), $2 \ln(x + 1) = 4$), and justify steps in the solution.
Math.2.A1.2.8	Solve an equation involving several variables (with numerical or letter coefficients) for a designated variable, and justify steps in the solution.
Math.2.A1.2.9	Know common formulas (e.g., slope, distance between two points, quadratic formula, compound interest, distance = velocity • time), and apply appropriately in contextual situations.
Math.2.A1.2.10	Use special values of the inverse trigonometric functions to solve trigonometric equations over specific intervals (e.g., $2\sin x - 1 = 0$ for $0 \leq x \leq 2\pi$).
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
Math.2.A2.1.2	Read, interpret, and use function notation, and evaluate a function at a value in its domain.
Math.2.A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words, and translate among representations.
Math.2.A2.1.4	Recognize that functions may be defined by different expressions over different intervals of their domains; such functions are piecewise-defined (e.g., absolute value and greatest integer functions).
Math.2.A2.1.5	Recognize that functions may be defined recursively, and compute values of and graph simple recursively defined functions (e.g., $f(0) = 5$, and $f(n) = f(n-1) + 2$).
Math.2.A2.1.6	Identify the zeros of a function and the intervals where the values of a function are positive or negative, and describe the behavior of a function, as x approaches positive or negative infinity, given the symbolic and graphical representations.
Math.2.A2.1.7	Identify and interpret the key features of a function from its graph or its formula(e), (e.g. slope, intercept(s), asymptote(s), maximum and minimum value(s), symmetry, average rate of change over an interval, and periodicity).
Math.2.A2.2.1	Combine functions by addition, subtraction, multiplication, and division.
Math.2.A2.2.2	Apply given transformations (e.g., vertical or horizontal shifts, stretching or shrinking, or reflections about the x - and y -axes) to basic functions, and represent symbolically.
Math.2.A2.3.2	Describe the tabular pattern associated with functions having constant rate of change (linear); or variable rates of change.
Math.2.A2.3.3	Write the general symbolic forms that characterize each family of functions. (e.g., $f(x) = A0a^x$; $f(x) = A\sin Bx$)

Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
Math.2.A2.4.2	Graph lines (including those of the form $x = h$ and $y = k$) given appropriate information.
Math.2.A2.4.4	Find an equation of the line parallel or perpendicular to given line, through a given point; understand and use the facts that non-vertical parallel lines have equal slopes, and that non-vertical perpendicular lines have slopes that multiply to give -1.
Math.2.A2.10.1	Use the unit circle to define sine and cosine; approximate values of sine and cosine (e.g., $\sin 3$, or $\cos 0.5$); use sine and cosine to define the remaining trigonometric functions; explain why the trigonometric functions are periodic.
Math.2.A2.10.3	Use the unit circle to determine the exact values of sine and cosine, for integer multiples of $\pi/6$ and $\pi/4$.
Math.2.A2.10.4	Graph the sine and cosine functions; analyze graphs by noting domain, range, period, amplitude, and location of maxima and minima.
Math.2.A2.10.5	Graph transformations of basic trigonometric functions (involving changes in period, amplitude, and midline) and understand the relationship between constants in the formula and the transformed graph.
Math.2.A3.1.3	Using the adapted general symbolic form, draw reasonable conclusions about the situation being modeled. In the example above, the exact solution is 365.698, but for this problem an appropriate approximation is 365.
Math.3.G1.1.1	Solve multi-step problems and construct proofs involving vertical angles, linear pairs of angles supplementary angles, complementary angles, and right angles.
Math.3.G1.1.2	Solve multi-step problems and construct proofs involving corresponding angles, alternate interior angles, alternate exterior angles, and same-side (consecutive) interior angles.
Math.3.G1.1.3	Perform and justify constructions, including midpoint of a line segment and bisector of an angle, using straightedge and compass.
Math.3.G1.1.4	Given a line and a point, construct a line through the point that is parallel to the original line using straightedge and compass; given a line and a point, construct a line through the point that is perpendicular to the original line; justify the steps of the constructions.
Math.3.G1.1.5	Given a line segment in terms of its endpoints in the coordinate plane, determine its length and midpoint.
Math.3.G1.2.1	Prove that the angle sum of a triangle is 180° and that an exterior angle of a triangle is the sum of the two remote interior angles.
Math.3.G1.2.2	Construct and justify arguments and solve multi-step problems involving angle measure, side length, perimeter, and area of all types of triangles.
Math.3.G1.2.3	Know a proof of the Pythagorean Theorem and use the Pythagorean Theorem and its converse to solve multi-step problems.
Math.3.G1.2.4	Prove and use the relationships among the side lengths and the angles of 30° - 60° - 90° triangles and 45° - 45° - 90° triangles.
Math.3.G1.2.5	Solve multi-step problems and construct proofs about the properties of medians, altitudes, and perpendicular bisectors to the sides of a triangle, and the angle bisectors of a triangle; using a straightedge and compass, construct these lines.
Math.3.G1.3.1	Define the sine, cosine, and tangent of acute angles in a right triangle as ratios of sides; solve problems about angles, side lengths, or areas using trigonometric ratios in right triangles.
Math.3.G1.3.2	Know and use the Law of Sines and the Law of Cosines and use them to solve problems; find the area of a triangle with sides a and b and included angle θ using the formula $\text{Area} = (1/2) a b \sin \theta$.
Math.3.G1.3.3	Determine the exact values of sine, cosine, and tangent for 0° , 30° , 45° , 60° , and their integer multiples, and apply in various contexts.

Math.3.G1.4.1	Solve multi-step problems and construct proofs involving angle measure, side length, diagonal length, perimeter, and area of squares, rectangles, parallelograms, kites, and trapezoids.
Math.3.G1.4.2	Solve multi-step problems and construct proofs involving quadrilaterals (e.g., prove that the diagonals of a rhombus are perpendicular) using Euclidean methods or coordinate geometry.
Math.3.G1.4.3	Describe and justify hierarchical relationships among quadrilaterals, (e.g. every rectangle is a parallelogram).
Math.3.G1.4.4	Prove theorems about the interior and exterior angle sums of a quadrilateral.
Math.3.G1.4.5	Understand the definition of a cyclic quadrilateral, and know and use the basic properties of cyclic quadrilaterals.
Math.3.G1.6.1	Solve multi-step problems involving circumference and area of circles.
Math.3.G2.2.1	Identify or sketch a possible 3-dimensional figure, given 2-dimensional views (e.g., nets, multiple views); create a 2-dimensional representation of a 3-dimensional figure.
Math.3.G2.2.2	Identify or sketch cross-sections of 3-dimensional figures; identify or sketch solids formed by revolving 2-dimensional figures around lines.
Math.3.G2.3.4	Use theorems about similar triangles to solve problems with and without use of coordinates.
Math.3.G3.2.1	Know the definition of dilation, and find the image of a figure under a given dilation.
TEC.I.1	Identify a need and create or develop a new technology for the home.
TEC.I.3	Participate in cooperative research and development projects which study consumer satisfaction of comparable products and services.
TEC.I.6	Evaluate present and future job markets in technology related fields.
TEC.II.1	Use technologies to demonstrate skills and a systematic solution to a problem(s) (voice, data, video, graphics, etc).
TEC.II.2	Given a scenario, develop multiple options and present the solutions using a variety of technologies.
TEC.II.4	Evaluate information received through technologies.
TEC.III.1	Apply technological procedures to overcome obstacles when implementing a solution to a problem.
TEC.III.2	Represent ideas using a combination of technologies aimed at reaching a diverse audience (voice, data, video, graphics, etc).
TEC.III.3	Evaluate decisions using technology.
TEC.III.4	Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).
TEC.IV.4	Transfer measurements within appropriate tolerances for the purposes of producing and evaluating technological solutions to problems.
TEC.V.2	Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
TEC.VI.4	Forecast the impact of technology on individuals in our future society, based on present trends.
TEC.VI.10	Propose, research, and justify the introduction of new technologies.
01.01.06 Demonstrate respect for self, others, and the organization	
SOC.I	Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.
SOC.V	Students will use methods of social science investigation to answer questions about society.
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
SOC.VII	Students will act constructively to further the public good.

ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text); pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
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ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
01.01.07 Describe employer-employee rights and responsibilities	
SOC.I	Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.
SOC.V	Students will use methods of social science investigation to answer questions about society.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
01.01.08 Accept supervision and demonstrate continuous improvement towards one's goals in school and workplace settings	
SOC.V	Students will use methods of social science investigation to answer questions about society.
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.

ELA.2.CE 2.3.4 Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).

ELA.4.CE 4.2.4 Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).

ELA.4.CE 4.2.5 Recognize language bias in one’s community, school, textbooks, the public press, and in one’s own use of language.

01.02 Develop a career plan and prepare for employment

01.02.01 Investigate career options including entrepreneurship

SOC.V Students will use methods of social science investigation to answer questions about society.

ELA.1.CE 1.2.1 Write, speak, and use images and graphs to understand and discover complex ideas.

ELA.1.CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

ELA.1.CE 1.4.1 Identify, explore, and refine topics and questions appropriate for research.

ELA.1.CE 1.4.4 Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

ELA.2.CE 2.3.6 Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

01.02.02 Develop career goals based on interests, aptitudes, and research

SOC.VI Students will analyze public issues and construct and express thoughtful positions on these issues.

ELA.1.CE 1.1.1 Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.

ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

ELA.1.CE 1.3.1 Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).

ELA.1.CE 1.3.5 From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

ELA.1.CE 1.3.9 Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.

ELA.1.CE 1.4.1 Identify, explore, and refine topics and questions appropriate for research.

ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
01.02.03 Review/revise/plan goals on annual basis	
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
01.02.04 Manage personal and career goals	

ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.2.3	Write, speak, and create artistic representations to express personal experience and perspective (e.g., personal narrative, poetry, imaginative writing, slam poetry, blogs, webpages).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
01.02.05 Describe factors that contribute to job satisfaction and success	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.4.CE 4.2.5	Recognize language bias in one’s community, school, textbooks, the public press, and in one’s own use of language.
TEC.II.2	Given a scenario, develop multiple options and present the solutions using a variety of technologies.
01.02.06 Develop a resume	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.

ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
Math.2.A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).
01.02.07 Complete job application process	
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

01.02.08 Demonstrate interviewing skills	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
01.02.09 Apply career and labor market information to seek and obtain employment and/or pursue educational goals	

ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
TEC.VI.10	Propose, research, and justify the introduction of new technologies.
01.02.10 Research availability of educational programs, financial requirements, and resources and complete an application process	
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

ELA.2.CE.2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE.2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
ELA.2.CE.2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
01.03 Participate in work-based learning experiences	
01.03.01 Use technology appropriate for the job	
ELA.1.CE.1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE.1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE.1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE.2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
ELA.2.CE.2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE.3.4.3	Understand the ways people use media in their personal and public lives.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
Math.1.L1.1.2	Explain why the multiplicative inverse of a number has the same sign as the number, while the additive inverse of a number has the opposite sign.
Math.1.L1.1.3	Explain how the properties of associativity, commutativity, and distributivity, as well as identity and inverse elements, are used in arithmetic and algebraic calculations.
Math.1.L1.2.4	Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.
Math.1.L2.1.1	Explain the meaning and uses of weighted averages (e.g., GNP, consumer price index, grade point average).
Math.1.L2.1.4	Know that the complex number i is one of two solutions to $x^2 = -1$.
Math.1.L2.1.5	Add, subtract, and multiply complex numbers; use conjugates to simplify quotients of complex numbers.
Math.1.L2.1.7	Understand the mathematical bases for the differences among voting procedures.
Math.1.L2.2.1	Find the n th term in arithmetic, geometric, or other simple sequences.
Math.1.L2.2.2	Compute sums of finite arithmetic and geometric sequences.
Math.1.L2.2.3	Use iterative processes in such examples as computing compound interest or applying approximation procedures.
Math.1.L3.1.1	Convert units of measurement within and between systems; explain how arithmetic operations on measurements affect units, and carry units through calculations correctly.

Math.1.L3.1.2	Describe and interpret logarithmic relationships in such contexts as the Richter scale, the pH scale, or decibel measurements (e.g., explain why a small change in the scale can represent a large change in intensity); solve applied problems.
Math.1.L3.2.1	Determine what degree of accuracy is reasonable for measurements in a given situation; express accuracy through use of significant digits, error tolerance, or percent of error; describe how errors in measurements are magnified by computation; recognize accumulated error in applied situations.
Math.1.L3.2.2	Describe and explain round-off error, rounding, and truncating.
Math.1.L3.2.3	Know the meaning of and interpret statistical significance, margin of error, and confidence level.
Math.1.L4.1.2	Differentiate between statistical arguments (statements verified empirically using examples or data) and logical arguments based on the rules of logic.
Math.1.L4.1.3	Define and explain the roles of axioms (postulates), definitions, theorems, counterexamples, and proofs in the logical structure of mathematics; identify and give examples of each.
Math.1.L4.2.1	Know and use the terms of basic logic (e.g., proposition, negation, truth and falsity, implication, if and only if, contrapositive, and converse).
Math.1.L4.2.2	Use the connectives “NOT,” “AND,” “OR,” and “IF...,THEN,” in mathematical and everyday settings. Know the truth table of each connective and how to logically negate statements involving these connectives.
Math.1.L4.2.3	Use the quantifiers “THERE EXISTS” and “ALL” in mathematical and everyday settings and know how to logically negate statements involving them.
Math.1.L4.2.4	Write the converse, inverse, and contrapositive of an “If..., then...” statement; use the fact, in mathematical and everyday settings, that the contrapositive is logically equivalent to the original while the inverse and converse are not.
Math.1.L4.3.1	Know the basic structure for the proof of an “If..., then...” statement (assuming the hypothesis and ending with the conclusion) and know that proving the contrapositive is equivalent.
Math.1.L4.3.2	Construct proofs by contradiction; use counterexamples, when appropriate, to disprove a statement.
Math.1.L4.3.3	Explain the difference between a necessary and a sufficient condition within the statement of a theorem; determine the correct conclusions based on interpreting a theorem in which necessary or sufficient conditions in the theorem or hypothesis are satisfied.
Math.2.A1.1.1	Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.
Math.2.A1.1.2	Know the definitions and properties of exponents and roots, transition fluently between them, and apply them in algebraic expressions.
Math.2.A1.1.4	Add, subtract, multiply, and simplify polynomials and rational expressions (e.g., multiply $(x - 1)(1 - x^2 + 3)$; simplify $(9x - x^3)/(x + 3)$)
Math.2.A1.1.5	Divide a polynomial by a monomial.
Math.2.A1.1.6	Transform exponential and logarithmic expressions into equivalent forms using the properties of exponents and logarithms including the inverse relationship between exponents and logarithms.
Math.2.A1.1.7	Transform trigonometric expressions into equivalent forms using basic identities such as $\sin^2 + \cos^2 = 1$, $\tan = \sin/\cos$, and $\tan^2 + 1 = \sec^2$
Math.2.A1.2.1	Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.
Math.2.A1.2.2	Associate a given equation with a function whose zeros are the solutions of the equation.

Math.2.A1.2.3	Solve (and justify steps in the solutions) linear and quadratic equations and inequalities, including systems of up to three linear equations with three unknowns; apply the quadratic formula appropriately.
Math.2.A1.2.4	Solve absolute value equations and inequalities, (e.g. solve $ x - 3 \leq 6$), and justify steps in the solution.
Math.2.A1.2.6	Solve power equations (e.g., $(x + 1)^3 = 8$) and equations including radical expressions (e.g., $\text{SquareRoot}(3x - 7) = 7$), justify steps in the solution, and explain how extraneous solutions may arise.
Math.2.A1.2.7	Solve exponential and logarithmic equations (e.g., $3(2^x) = 24$), $2 \ln(x + 1) = 4$), and justify steps in the solution.
Math.2.A1.2.8	Solve an equation involving several variables (with numerical or letter coefficients) for a designated variable, and justify steps in the solution.
Math.2.A1.2.9	Know common formulas (e.g., slope, distance between two points, quadratic formula, compound interest, distance = velocity • time), and apply appropriately in contextual situations.
Math.2.A1.2.10	Use special values of the inverse trigonometric functions to solve trigonometric equations over specific intervals (e.g., $2\sin x - 1 = 0$ for $0 \leq x \leq 2\pi$).
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
Math.2.A2.1.2	Read, interpret, and use function notation, and evaluate a function at a value in its domain.
Math.2.A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words, and translate among representations.
Math.2.A2.1.4	Recognize that functions may be defined by different expressions over different intervals of their domains; such functions are piecewise-defined (e.g., absolute value and greatest integer functions).
Math.2.A2.1.5	Recognize that functions may be defined recursively, and compute values of and graph simple recursively defined functions (e.g., $f(0) = 5$, and $f(n) = f(n-1) + 2$).
Math.2.A2.1.6	Identify the zeros of a function and the intervals where the values of a function are positive or negative, and describe the behavior of a function, as x approaches positive or negative infinity, given the symbolic and graphical representations.
Math.2.A2.1.7	Identify and interpret the key features of a function from its graph or its formula(e), (e.g. slope, intercept(s), asymptote(s), maximum and minimum value(s), symmetry, average rate of change over an interval, and periodicity).
Math.2.A2.2.1	Combine functions by addition, subtraction, multiplication, and division.
Math.2.A2.2.2	Apply given transformations (e.g., vertical or horizontal shifts, stretching or shrinking, or reflections about the x - and y -axes) to basic functions, and represent symbolically.
Math.2.A2.3.2	Describe the tabular pattern associated with functions having constant rate of change (linear); or variable rates of change.
Math.2.A2.3.3	Write the general symbolic forms that characterize each family of functions. (e.g., $f(x) = A0a^x$; $f(x) = A\sin Bx$)
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
Math.2.A2.4.2	Graph lines (including those of the form $x = h$ and $y = k$) given appropriate information.
Math.2.A2.10.1	Use the unit circle to define sine and cosine; approximate values of sine and cosine (e.g., $\sin 3$, or $\cos 0.5$); use sine and cosine to define the remaining trigonometric functions; explain why the trigonometric functions are periodic.
Math.2.A2.10.3	Use the unit circle to determine the exact values of sine and cosine, for integer multiples of $\pi/6$ and $\pi/4$.

Math.2.A2.10.4	Graph the sine and cosine functions; analyze graphs by noting domain, range, period, amplitude, and location of maxima and minima.
Math.2.A2.10.5	Graph transformations of basic trigonometric functions (involving changes in period, amplitude, and midline) and understand the relationship between constants in the formula and the transformed graph.
Math.2.A3.1.3	Using the adapted general symbolic form, draw reasonable conclusions about the situation being modeled. In the example above, the exact solution is 365.698, but for this problem an appropriate approximation is 365.
Math.3.G1.1.1	Solve multi-step problems and construct proofs involving vertical angles, linear pairs of angles supplementary angles, complementary angles, and right angles.
Math.3.G1.1.2	Solve multi-step problems and construct proofs involving corresponding angles, alternate interior angles, alternate exterior angles, and same-side (consecutive) interior angles.
Math.3.G1.1.3	Perform and justify constructions, including midpoint of a line segment and bisector of an angle, using straightedge and compass.
Math.3.G1.1.4	Given a line and a point, construct a line through the point that is parallel to the original line using straightedge and compass; given a line and a point, construct a line through the point that is perpendicular to the original line; justify the steps of the constructions.
Math.3.G1.1.5	Given a line segment in terms of its endpoints in the coordinate plane, determine its length and midpoint.
Math.3.G1.2.1	Prove that the angle sum of a triangle is 180° and that an exterior angle of a triangle is the sum of the two remote interior angles.
Math.3.G1.2.2	Construct and justify arguments and solve multi-step problems involving angle measure, side length, perimeter, and area of all types of triangles.
Math.3.G1.2.3	Know a proof of the Pythagorean Theorem and use the Pythagorean Theorem and its converse to solve multi-step problems.
Math.3.G1.2.4	Prove and use the relationships among the side lengths and the angles of 30° - 60° - 90° triangles and 45° - 45° - 90° triangles.
Math.3.G1.2.5	Solve multi-step problems and construct proofs about the properties of medians, altitudes, and perpendicular bisectors to the sides of a triangle, and the angle bisectors of a triangle; using a straightedge and compass, construct these lines.
Math.3.G1.3.1	Define the sine, cosine, and tangent of acute angles in a right triangle as ratios of sides; solve problems about angles, side lengths, or areas using trigonometric ratios in right triangles.
Math.3.G1.3.2	Know and use the Law of Sines and the Law of Cosines and use them to solve problems; find the area of a triangle with sides a and b and included angle θ using the formula $\text{Area} = (1/2) a b \sin \theta$.
Math.3.G1.3.3	Determine the exact values of sine, cosine, and tangent for 0° , 30° , 45° , 60° , and their integer multiples, and apply in various contexts.
Math.3.G1.4.1	Solve multi-step problems and construct proofs involving angle measure, side length, diagonal length, perimeter, and area of squares, rectangles, parallelograms, kites, and trapezoids.
Math.3.G1.4.3	Describe and justify hierarchical relationships among quadrilaterals, (e.g. every rectangle is a parallelogram).
Math.3.G1.6.1	Solve multi-step problems involving circumference and area of circles.
Math.3.G2.2.1	Identify or sketch a possible 3-dimensional figure, given 2-dimensional views (e.g., nets, multiple views); create a 2-dimensional representation of a 3-dimensional figure.
Math.3.G2.2.2	Identify or sketch cross-sections of 3-dimensional figures; identify or sketch solids formed by revolving 2-dimensional figures around lines.
Math.3.G2.3.4	Use theorems about similar triangles to solve problems with and without use of coordinates.
Math.3.G3.2.1	Know the definition of dilation, and find the image of a figure under a given dilation.

TEC.I.1	Identify a need and create or develop a new technology for the home.
TEC.I.3	Participate in cooperative research and development projects which study consumer satisfaction of comparable products and services.
TEC.I.6	Evaluate present and future job markets in technology related fields.
TEC.II.1	Use technologies to demonstrate skills and a systematic solution to a problem(s) (voice, data, video, graphics, etc).
TEC.II.2	Given a scenario, develop multiple options and present the solutions using a variety of technologies.
TEC.II.4	Evaluate information received through technologies.
TEC.III.1	Apply technological procedures to overcome obstacles when implementing a solution to a problem.
TEC.III.2	Represent ideas using a combination of technologies aimed at reaching a diverse audience (voice, data, video, graphics, etc).
TEC.III.3	Evaluate decisions using technology.
TEC.III.4	Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).
TEC.V.2	Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
TEC.VI.10	Propose, research, and justify the introduction of new technologies.
01.03.02 Demonstrate positive work behaviors	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
TEC.V.2	Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).
01.03.03	Demonstrate positive interpersonal behaviors
SOC.I	Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
TEC.V.2	Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).

01.03.04 Demonstrate safe and healthy work behaviors	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
TEC.V.2	Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).
TEC.V.6	Understand and practice the concept of lifelong learning about technology within an ethical/legal context.
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
01.03.05 Adapt to changes in the workplace	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.2.4	Assess strengths, weaknesses, and development as a writer by examining a collection of own writing.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

ELA.1.CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
TEC.V.6	Understand and practice the concept of lifelong learning about technology within an ethical/legal context.
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.

01.04 Demonstrate oral and written communication skills

01.04.01 Conduct formal/informal research to collect appropriate topical information	
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
ELA.3.CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
ELA.3.CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
ELA.3.CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
ELA.3.CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
ELA.3.CE 3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.
ELA.3.CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.
ELA.3.CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
ELA.3.CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
ELA.3.CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.

ELA.3.CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
ELA.3.CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
ELA.3.CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
ELA.3.CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
ELA.3.CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).

ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
Math.1.L1.1.6	Explain the importance of the irrational numbers SquareRoot(2) and SquareRoot(3) in basic right triangle trigonometry; the importance of Pi because of its role in circle relationships; and the role of e in applications such as continuously compounded interest.
01.04.02 Interpret oral and nonverbal communications of audience	
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
01.04.03 Demonstrate active listening during communications	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.

ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
ELA.3.CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
ELA.3.CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.

ELA.3.CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
ELA.3.CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
ELA.3.CE 3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.
ELA.3.CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.
ELA.3.CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
ELA.3.CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
ELA.3.CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
ELA.3.CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
ELA.3.CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
ELA.3.CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
ELA.3.CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
ELA.3.CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).

ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
TEC.I.3	Participate in cooperative research and development projects which study consumer satisfaction of comparable products and services.
TEC.III.2	Represent ideas using a combination of technologies aimed at reaching a diverse audience (voice, data, video, graphics, etc).
TEC.III.4	Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
01.04.04	Prepare and deliver presentations incorporating both appropriate verbal and nonverbal
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.

ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
ELA.3.CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
ELA.3.CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.

ELA.3.CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
ELA.3.CE 3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.
ELA.3.CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.
ELA.3.CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
ELA.3.CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
ELA.3.CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
ELA.3.CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
ELA.3.CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
ELA.3.CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
ELA.3.CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
ELA.3.CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.

ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
TEC.III.2	Represent ideas using a combination of technologies aimed at reaching a diverse audience (voice, data, video, graphics, etc).
TEC.III.3	Evaluate decisions using technology.
01.04.05 communication techniques	
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).

ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
ELA.3.CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
ELA.3.CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
ELA.3.CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
ELA.3.CE 3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.
ELA.3.CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.
ELA.3.CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
ELA.3.CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
ELA.3.CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
ELA.3.CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
ELA.3.CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
ELA.3.CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
ELA.3.CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
ELA.3.CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.

Math.1.L1.1.4	Describe the reasons for the different effects of multiplication by, or exponentiation of, a positive number by a number less than 0, a number between 0 and 1, and a number greater than 1.
Math.2.A1.1.1	Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.
Math.3.G1.1.4	Given a line and a point, construct a line through the point that is parallel to the original line using straightedge and compass; given a line and a point, construct a line through the point that is perpendicular to the original line; justify the steps of the constructions.
TEC.II.4	Evaluate information received through technologies.
TEC.IV.4	Transfer measurements within appropriate tolerances for the purposes of producing and evaluating technological solutions to problems.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
01.04.06	Communicate using equitable and culturally sensitive language for a diverse audience
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE.1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE.1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE.1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE.1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE.1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE.1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE.1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE.1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE.1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE.1.5.1	Use writing, speaking, and visual expression to develop powerful, creative and critical messages.
ELA.1.CE.1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE.2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE.2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
ELA.3.CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
ELA.3.CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
ELA.3.CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
ELA.3.CE 3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.
ELA.3.CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.
ELA.3.CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
ELA.3.CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.

ELA.3.CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
ELA.3.CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
ELA.3.CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
ELA.3.CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
ELA.3.CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
ELA.3.CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.

ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
Math.2.A1.1.1	Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.
TEC.I.3	Participate in cooperative research and development projects which study consumer satisfaction of comparable products and services.
TEC.II.1	Use technologies to demonstrate skills and a systematic solution to a problem(s) (voice, data, video, graphics, etc).
TEC.II.2	Given a scenario, develop multiple options and present the solutions using a variety of technologies.
TEC.III.2	Represent ideas using a combination of technologies aimed at reaching a diverse audience (voice, data, video, graphics, etc).
TEC.III.3	Evaluate decisions using technology.
01.04.07	Using appropriate technology, prepare draft document using established rules for grammar, spelling and sentence construction
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one's own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers' questions.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.8	Recognize the conventions of visual and multimedia presentations (e.g., lighting, camera angle, special effects, color, and soundtrack) and how they carry or influence messages.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
ELA.3.CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
ELA.3.CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
ELA.3.CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
ELA.3.CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
ELA.3.CE 3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.
ELA.3.CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.

ELA.3.CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
ELA.3.CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
ELA.3.CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
ELA.3.CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
ELA.3.CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
ELA.3.CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
ELA.3.CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
ELA.3.CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.

ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
01.04.08 Write business communication using appropriate format for the situation	
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
01.04.09 Utilize multiple technologies for written and presentation communications	
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
ELA.3.CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
ELA.3.CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
ELA.3.CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
ELA.3.CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
ELA.3.CE 3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.
ELA.3.CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.
ELA.3.CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
ELA.3.CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
ELA.3.CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
ELA.3.CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
ELA.3.CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
ELA.3.CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.

ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
ELA.3.CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
ELA.3.CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.

ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.
TEC.II.1	Use technologies to demonstrate skills and a systematic solution to a problem(s) (voice, data, video, graphics, etc).
TEC.III.2	Represent ideas using a combination of technologies aimed at reaching a diverse audience (voice, data, video, graphics, etc).
TEC.III.4	Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).
01.04.10	Synthesize and summarize information from reading material, articulating its major points and proposals
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author's message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.

ELA.2.CE.2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE.2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE.2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE.2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE.2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE.2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE.3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
ELA.3.CE.3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
ELA.3.CE.3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
ELA.3.CE.3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
ELA.3.CE.3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
ELA.3.CE.3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.
ELA.3.CE.3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.
ELA.3.CE.3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
ELA.3.CE.3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
ELA.3.CE.3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
ELA.3.CE.3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
ELA.3.CE.3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
ELA.3.CE.3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
ELA.3.CE.3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
ELA.3.CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
ELA.3.CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one's community, school, textbooks, the public press, and in one's own use of language.

Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
TEC.III.3	Evaluate decisions using technology.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
TEC.VI.4	Forecast the impact of technology on individuals in our future society, based on present trends.
01.04.11	Comprehend and use reading strategies to learn meaning, technical concepts, vocabulary, and follow instructions
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.6	Use appropriate conventions of textual citation in different contexts (e.g., different academic disciplines and workplace writing situations).
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.2.1	Recognize literary and persuasive strategies as ways by which authors convey ideas and readers make meaning (e.g., imagery, irony, satire, parody, propaganda, overstatement/understatement, omission, and multiple points of view).
ELA.2.CE 2.2.3	Interpret the meaning of written, spoken, and visual texts by drawing on different cultural, theoretical, and critical perspectives.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.

ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.1.1	Interpret literary language (e.g., imagery, allusions, symbolism, metaphor) while reading literary and expository works.
ELA.3.CE 3.1.2	Demonstrate an understanding of literary characterization, character development, the function of major and minor characters, motives and causes for action, and moral dilemmas that characters encounter by describing their function in specific works.
ELA.3.CE 3.1.3	Recognize a variety of plot structures and elements (e.g., story within a story, rising action, foreshadowing, flash backs, cause-and-effect relationships, conflicts, resolutions) and describe their impact on the reader in specific literary works.
ELA.3.CE 3.1.4	Analyze characteristics of specific works and authors (e.g., voice, mood, time sequence, author vs. narrator, stated vs. implied author, intended audience and purpose, irony, parody, satire, propaganda, use of archetypes and symbols) and identify basic beliefs, perspectives, and philosophical assumptions underlying an author's work.
ELA.3.CE 3.1.5	Comparatively analyze two or more literary or expository texts, comparing how and why similar themes are treated differently, by different authors, in different types of text, in different historical periods, and/or from different cultural perspectives.
ELA.3.CE 3.1.6	Examine differing and diverse interpretations of literary and expository works and explain how and why interpretation may vary from reader to reader.
ELA.3.CE 3.1.7	Analyze and evaluate the portrayal of various groups, societies, and cultures in literature and other texts.
ELA.3.CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.
ELA.3.CE 3.1.9	Analyze how the tensions among characters, communities, themes, and issues in literature and other texts reflect human experience.
ELA.3.CE 3.1.10	Demonstrate an understanding of the connections between literary and expository works, themes, and historical and contemporary contexts.
ELA.3.CE 3.2.1	Recognize a variety of literary genres and forms (e.g., poetry, drama, novels, short stories, autobiographies, biographies, multi-genre texts, satire, parody, allegory) and demonstrate an understanding of the way in which genre and form influence meaning.
ELA.3.CE 3.2.2	Identify different types of poetry (e.g., epic, lyric, sonnet, free verse) and explain how specific features (e.g., figurative language, imagery, rhythm, alliteration, etc.) influence meaning.
ELA.3.CE 3.2.3	Identify how elements of dramatic literature (e.g., dramatic irony, soliloquy, stage direction, and dialogue) illuminate the meaning of the text.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.

ELA.3.CE 3.3.1	Explore the relationships among individual works, authors, and literary movements in English and American literature (e.g., Romanticism, Puritanism, the Harlem Renaissance, Postcolonial), and consider the historical, cultural, and societal contexts in which works were produced.
ELA.3.CE 3.3.2	Read and analyze classic and contemporary works of literature (American, British, world) representing a variety of genres and traditions and consider their significance in their own time period as well as how they may be relevant to contemporary society.
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.4	Demonstrate knowledge of American minority literature and the contributions of minority writers.
ELA.3.CE 3.3.5	Demonstrate familiarity with world literature, including authors beyond American and British literary traditions.
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, “classic” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.4.CE 4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE 4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
ELA.4.CE 4.1.5	Demonstrate use of conventions of grammar, usage, and mechanics in written texts, including parts of speech, sentence structure and variety, spelling, capitalization, and punctuation.
ELA.4.CE 4.2.3	Recognize and appreciate language variety, understand that all dialects are rule-governed, and respect the linguistic differences of other speech communities.
ELA.4.CE 4.2.4	Understand the appropriate uses and implications of casual or informal versus professional language; understand, as well, the implications of language designed to control others and the detrimental effects of its use on targeted individuals or groups (e.g., propaganda, homophobic language, and racial, ethnic, or gender epithets).
ELA.4.CE 4.2.5	Recognize language bias in one’s community, school, textbooks, the public press, and in one’s own use of language.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.

Math.1.L1.1.5	Justify numerical relationships (e.g., show that the sum of even integers is even; that every integer can be written as $3m+k$, where k is 0, 1, or 2, and m is an integer; or that the sum of the first n positive integers is $n(n+1)/2$).
TEC.III.3	Evaluate decisions using technology.
TEC.III.4	Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).
01.05 Apply entrepreneurial skills	
01.05.01 Evaluate the role of small business on local, state, national, and international economies	
SOC.III	All students will describe the political and legal processes created to make decisions, seek consensus, and resolve conflicts in a free society.
SOC.IV	Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text); pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
01.05.02 List the factors, including personal traits which contribute to the success of small business	
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
01.05.03 Analyze the components of a successful business including planning and decision making, employee and equipment needs, and budgeting concerns	
SOC.V	Students will use methods of social science investigation to answer questions about society.

ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience’s background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).
01.05.04	Analyze the relationship of customer service and customer satisfaction on the success of a business
SOC.V	Students will use methods of social science investigation to answer questions about society.
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).

ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
01.05.05 Understand the need for life-long learning in a rapidly changing job market	
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
01.06 Demonstrate teamwork and leadership skills	
01.06.01 Determine characteristics and management styles of effective leaders	
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others’ oral, written, and visual texts.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).

ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
01.06.02 Describe how cultural/ethnic difference affect leadership styles and interpersonal interactions/communications within a group	
SOC.I	Students use knowledge of the past to construct meaningful understanding of our diverse cultural heritage and to inform their civic judgments.
SOC.V	Students will use methods of social science investigation to answer questions about society.
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.4.CE 4.2.1	Understand how languages and dialects are used to communicate effectively in different roles, under different circumstances, and among speakers of different speech communities (e.g., ethnic communities, social groups, professional organizations).
01.06.03 Determine the roles and responsibilities that leaders and members bring to an organization	
SOC.V	Students will use methods of social science investigation to answer questions about society.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).

ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
01.06.04	Evaluate characteristics of effective teams and effective team leaders
SOC.V	Students will use methods of social science investigation to answer questions about society.
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
01.06.05 Demonstrate team work	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.3.6	Use speaking, writing, and visual presentations to appeal to audiences of different social, economic, and cultural backgrounds and experiences (e.g., include explanations and definitions according to the audience's background, age, or knowledge of the topic; adjust formality of style; consider interests of potential readers).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
01.06.06 Practice effective meeting management	
SOC.VII	Students will act constructively to further the public good.

ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, “classic” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
01.06.07 Practice decision-making process	
SOC.IV	Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others’ oral, written, and visual texts.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, “classic” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
01.06.08 Work toward consensus by exchanging resources and resolving divergent interests	

SOC.IV	Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
01.06.09	Assume leadership roles in team settings by communicating thoughts and ideas to justify a position, motivating others and delegating tasks
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).

ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, “classic” vs. “popular” texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
01.06.10 View accomplishments or failures of self and others accurately and in a positive manner	
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.3.8	Evaluate own and others’ effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.2.2	Examine the ways in which prior knowledge and personal experience affect the understanding of written, spoken, or multimedia text.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.2.CE 2.3.8	Develop and apply personal, shared, and academic criteria to evaluate own and others' oral, written, and visual texts.
ELA.3.CE 3.2.4	Respond by participating actively and appropriately in small and large group discussions about literature (e.g., posing questions, listening to others, contributing ideas, reflecting on and revising initial responses).
ELA.3.CE 3.3.3	Draw on a variety of critical perspectives to respond to and analyze works of literature (e.g., religious, biographical, feminist, multicultural, political).
ELA.3.CE 3.3.6	Critically examine standards of literary judgment (e.g., aesthetic value, quality of writing, literary merit, social significance) and questions regarding the inclusion and/or exclusion of literary works in the curriculum (e.g., canon formation, "classic" vs. "popular" texts, traditional vs. non-traditional literature, the place of literature by women and/or minority writers).
ELA.3.CE 3.4.2	Understand that media and popular texts are produced within a social context and have economic, political, social, and aesthetic purposes.
ELA.4.CE 4.1.3	Use a range of linguistic applications and styles for accomplishing different rhetorical purposes (e.g., persuading others to change opinions, conducting business transactions, speaking in a public forum, discussing issues informally with peers).
01.07 Demonstrate technological literacy and computation, data analysis skills for productivity in the workplace	
01.07.01 Select and use appropriate technology to organize, send and receive information	
SOC.V	Students will use methods of social science investigation to answer questions about society.
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
Math.2.A2.1.2	Read, interpret, and use function notation, and evaluate a function at a value in its domain.
Math.2.A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words, and translate among representations.
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
Math.2.A2.4.2	Graph lines (including those of the form $x = h$ and $y = k$) given appropriate information.
TEC.III.4	Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
TEC.VI.3	Evaluate the direct and indirect effects and impacts of technological developments on national and international issues.
TEC.VI.4	Forecast the impact of technology on individuals in our future society, based on present trends.
01.07.02	Analyze the impact of technological changes on tasks, people, and society
SOC.V	Students will use methods of social science investigation to answer questions about society.
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g, word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
01.07.03 Apply computation skills and data analysis techniques to make decisions and solve workplace problems	
SOC.V	Students will use methods of social science investigation to answer questions about society.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
Math.2.A1.1.2	Know the definitions and properties of exponents and roots, transition fluently between them, and apply them in algebraic expressions.

Math.2.A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
Math.2.A2.1.2	Read, interpret, and use function notation, and evaluate a function at a value in its domain.
Math.2.A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words, and translate among representations.
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
TEC.III.4	Use technologies to organize thoughts in a logical process (voice, data, video, graphics, etc).
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
01.07.04 Select and use appropriate computation techniques to solve problems and determine reasonableness of results	
SOC.V	Students will use methods of social science investigation to answer questions about society.
ELA.1.CE.1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE.1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.2.CE.2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE.2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE.2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.3.CE.3.4.3	Understand the ways people use media in their personal and public lives.
Math.2.A1.1.2	Know the definitions and properties of exponents and roots, transition fluently between them, and apply them in algebraic expressions.
Math.2.A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words, and translate among representations.
01.07.05 Construct projections and trends from raw data, charts, tables, and graphs that summarize data from workplace situations	
SOC.V	Students will use methods of social science investigation to answer questions about society.
ELA.1.CE.1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE.1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE.1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE.1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).

ELA.1.CE.1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE.2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE.2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
Math.2.A2.4.2	Graph lines (including those of the form $x = h$ and $y = k$) given appropriate information.
01.07.06 Use technology to access, manage, integrate, and create information	
SOC.V	Students will use methods of social science investigation to answer questions about society.
ELA.1.CE.1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE.2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE.2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE.2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.3.CE.3.4.3	Understand the ways people use media in their personal and public lives.
ELA.4.CE.4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
Math.2.A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
Math.2.A2.1.2	Read, interpret, and use function notation, and evaluate a function at a value in its domain.
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
Math.2.A2.4.2	Graph lines (including those of the form $x = h$ and $y = k$) given appropriate information.
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
TEC.VI.3	Evaluate the direct and indirect effects and impacts of technological developments on national and international issues.
TEC.VI.4	Forecast the impact of technology on individuals in our future society, based on present trends.
01.07.07 Understand the relationship of data and measurements to the problem	
SOC.V	Students will use methods of social science investigation to answer questions about society.
ELA.1.CE.1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.

ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.12	Use a variety of strategies to enhance listening comprehension (e.g., monitor message for clarity and understanding, ask relevant questions, provide verbal and nonverbal feedback, notice cues such as change of pace or emphasis that indicate a new point is about to be made; and take notes to organize essential information).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
Math.2.A1.1.2	Know the definitions and properties of exponents and roots, transition fluently between them, and apply them in algebraic expressions.
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
01.07.08 Demonstrate effective use of a variety of on-line technological resources	
ELA.1.CE 1.1.1	Demonstrate flexibility in using independent and collaborative strategies for planning, drafting, revising, and editing complex texts.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

ELA.3.CE 3.4.3	Understand the ways people use media in their personal and public lives.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
01.08 Apply critical thinking skills to make decisions and solve workplace problems	
01.08.01 Develop a plan to solve complex problems by gathering, selecting, and analyzing data	
SOC.V	Students will use methods of social science investigation to answer questions about society.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
Math.2.A1.1.2	Know the definitions and properties of exponents and roots, transition fluently between them, and apply them in algebraic expressions.
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
TEC.IV.4	Transfer measurements within appropriate tolerances for the purposes of producing and evaluating technological solutions to problems.
TEC.VI.10	Propose, research, and justify the introduction of new technologies.
01.08.02	Identify and allocate available resources (e.g., time, money, material, facility, & human)
SOC.V	Students will use methods of social science investigation to answer questions about society.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.2	Read, view, and/or listen independently to a variety of fiction, nonfiction, and multimedia genres based on student interest and curiosity.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).

ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
Math.1.L1.2.5	Read and interpret representations from various technological sources, such as contour or isobar diagrams.
Math.2.A1.1.2	Know the definitions and properties of exponents and roots, transition fluently between them, and apply them in algebraic expressions.
Math.2.A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
TEC.IV.4	Transfer measurements within appropriate tolerances for the purposes of producing and evaluating technological solutions to problems.
TEC.VI.10	Propose, research, and justify the introduction of new technologies.
01.08.03 Demonstrate the ability to adapt new information to changing situations and requirements	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.

ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
01.08.04 Combine ideas or information in new ways, make connections, reshape goals in ways that reveal new possibilities to solve problems	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.

ELA.2.CE 2.1.11	Demonstrate appropriate social skills of audience, group discussion, or work team behavior by listening attentively and with civility to the ideas of others, gaining the floor in respectful ways, posing appropriate questions, and tolerating ambiguity and lack of consensus.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
ELA.4.CE 4.1.4	Control standard English structures in a variety of contexts (e.g., formal speaking, academic prose, business, and public writing) using language carefully and precisely.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
TEC.VI.10	Propose, research, and justify the introduction of new technologies.
01.08.05	Develop an inventory record-keeping system to maintain dates and information in a systematic fashion
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).

ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.3.CE 3.2.5	Respond to literature in a variety of ways (e.g., dramatic interpretation, reader's theatre, literature circles, illustration, writing in a character's voice, engaging in social action, writing an analytic essay) providing examples of how texts affect their lives, connect them with the contemporary world, and communicate across time.
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.

01.09 Illustrate how social, organizational, and technological systems function

01.09.01 Draft and interpret an organizational chart	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.4	Compose drafts that convey an impression, express an opinion, raise a question, argue a position, explore a topic, tell a story, or serve another purpose, while simultaneously considering the constraints and possibilities (e.g., structure, language, use of conventions of grammar, usage, and mechanics) of the selected form or genre.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.

ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
01.09.02	Evaluate the quality and performance of workplace systems, distinguish trends, and recommend improvements and modifications to an existing system to improve products or services
SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.3	Compose essays with well-crafted and varied sentences demonstrating a precise, flexible, and creative use of language.
ELA.1.CE 1.3.4	Develop and extend a thesis, argument, or exploration of a topic by analyzing differing perspectives and employing a structure that effectively conveys the ideas in writing (e.g. resolve inconsistencies in logic; use a range of strategies to persuade, clarify, and defend a position with precise and relevant evidence; anticipate and address concerns and counterclaims; provide a clear and effective conclusion).
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
01.09.03 Understand how changing a component of a system impacts the whole system	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.5	Develop organizational structures appropriate to the purpose and message, and use transitions that produce a sequential or logical flow of ideas.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
01.10 Maintain safe and healthful working conditions and environment	
01.10.01 Work in accordance with employee rights and responsibilities and employer obligations concerning occupational safety and health	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
TEC.V.2	Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).
TEC.V.6	Understand and practice the concept of lifelong learning about technology within an ethical/legal context.
01.10.02 Assess types and sources of workplace hazards	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
TEC.V.2	Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).
TEC.V.6	Understand and practice the concept of lifelong learning about technology within an ethical/legal context.
01.10.03 Follow procedures for hazards in the workplace/school	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.

ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
TEC.V.2	Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).
TEC.V.6	Understand and practice the concept of lifelong learning about technology within an ethical/legal context.
01.10.04 Practice environmental conservation and safety	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
01.10.05 Adhere to policies and regulations for health and safety	
SOC.VII	Students will act constructively to further the public good.
ELA.1.CE 1.2.2	Write, speak, and visually represent to develop self-awareness and insight (e.g., diary, journal writing, portfolio self-assessment).
ELA.1.CE 1.3.9	Use the formal, stylistic, content, and mechanical conventions of a variety of genres in speaking, writing, and multimedia presentations.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
TEC.V.2	Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).
TEC.V.6	Understand and practice the concept of lifelong learning about technology within an ethical/legal context.

CORE CURRICULUM

02.01 Apply safety practices appropriate to Construction Industry

02.01.01 Identify the responsibilities and personal characteristics of a professional craftsman	
CES.5.4	Initiate projects and extra activities for personal satisfaction.
CES.5.9	Use appropriate personal expression and relate to school and work settings.
CES.5.11	Describe employer-employee rights and responsibilities.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
02.01.02 Explain the role that safety plays in the construction trade	

SOC.VI	Students will analyze public issues and construct and express thoughtful positions on these issues.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
02.01.03 Describe what job site safety means	
CES.5.11	Describe employer-employee rights and responsibilities.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
02.01.04	Explain the appropriate safety precautions around common job site hazards
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
CES.5.11	Describe employer-employee rights and responsibilities.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.6	Reorganize sentence elements as needed and choose grammatical and stylistic options that provide sentence variety, fluency, and flow.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
02.01.05	Demonstrate the use and care of appropriate personal protective equipment
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
CES.5.13	Demonstrate positive personal qualities as a group leader.
CES.6.10	Identify and prepare tools, equipment, space, and facilities appropriate for a task.
CES.7.6	Demonstrate leadership by listening to others and asking appropriate questions to clarify a problem or issue.

CES.9.7	Demonstrate the use of equipment and machines to solve practical or work-based problems.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
TEC.V.5	Identify and evaluate solutions for solving the ethical problems associated with using tools, equipment, materials, and processes in a technological problem.
02.01.06 Follow safe procedures for lifting heavy objects	
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
CES.5.13	Demonstrate positive personal qualities as a group leader.
CES.6.11	Work within constraints of safety precautions and available resources.
CES.7.16	Recognize and take advantage of leadership opportunities that give direction to other team members, or that encourage other members to complete tasks.
CES.8.4	Responsibly challenge existing policies and procedures and identify new solutions or policy changes.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
TEC.III.1	Apply technological procedures to overcome obstacles when implementing a solution to a problem.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
02.01.07 Describe safe behavior on and around ladders and scaffolds	
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
CES.5.12	Demonstrate appropriate behaviors necessary to maintaining employment.
CES.6.11	Work within constraints of safety precautions and available resources.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
TEC.VI.7	Frame and support a position confirming that a technological application is safe and appropriate for individuals and society in general.
02.01.08 Explain the importance of the HazCom (Hazard Communication Standard) requirement and MSDSs (Material Safety Data Sheets)	

CES.1.1	Read from a technical manual, and write a clear and logical report explaining the information using standard business English (including correct spelling, grammar and punctuation). Give a verbal report explaining what the manual says.
CES.1.6	Use correct grammar to communicate verbally.
CES.1.7	Listen to a presentation and record important information. Report back identifying central themes and use key points to explain how the message applies to a similar situation.
CES.5.2	Complete assignments with minimum supervision and meet school/work deadlines.
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
CES.6.11	Work within constraints of safety precautions and available resources.
CES.6.13	Organize and communicate with members of a team using varied methods of communication.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.3.1	Read, listen to, and view diverse texts for multiple purposes such as learning complex procedures, making work-place decisions, or pursuing in-depth studies.
ELA.2.CE 2.3.3	Critically read and interpret instructions for a variety of tasks (e.g., completing assignments, using software, writing college and job applications).
ELA.2.CE 2.3.5	Engage in self-assessment as a reader, listener, and viewer, while monitoring comprehension and using a variety of strategies to overcome difficulties when constructing and conveying meaning.
ELA.3.CE 3.4.4	Understand how the commercial and political purposes of producers and publishers influence not only the nature of advertisements and the selection of media content, but the slant of news articles in newspapers, magazines, and the visual media.
TEC.II.3	Retrieve, communicate, organize, evaluate, and manipulate information using a technological system (voice, data, video, graphics, etc).
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
TEC.IV.9	Analyze resources and processes to choose the best combination to create a technological solution to a problem.
TEC.V.1	Analyze and interpret the impacts of differing ethical and legal standards in the age of global competitiveness.
TEC.V.2	Explain the associated rights and responsibilities of applying for legal documents (e.g., patents, copyrights).
02.01.09 Describe fire prevention and fire fighting techniques	
CES.1.1	Read from a technical manual, and write a clear and logical report explaining the information using standard business English (including correct spelling, grammar and punctuation). Give a verbal report explaining what the manual says.
CES.5.11	Describe employer-employee rights and responsibilities.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
TEC.VI.8	Identify and explain how environmental factors contribute to the development of technology and their impacts on society.
02.01.10 Define safe work procedures around electrical hazards	
CES.1.1	Read from a technical manual, and write a clear and logical report explaining the information using standard business English (including correct spelling, grammar and punctuation). Give a verbal report explaining what the manual says.
CES.1.4	Approach practical and workplace problems using a variety of mathematical techniques (e.g. figuring discounts or calculating perimeter and area). Problems include making conversions between the metric system and non-English systems of measurement, mixed units (such as hours and minutes), and can require several steps to finding a solution.
CES.1.7	Listen to a presentation and record important information. Report back identifying central themes and use key points to explain how the message applies to a similar situation.
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
CES.5.11	Describe employer-employee rights and responsibilities.
CES.6.11	Work within constraints of safety precautions and available resources.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author’s pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
TEC.VI.8	Identify and explain how environmental factors contribute to the development of technology and their impacts on society.
02.02 Demonstrate math skills related to the Construction Industry	
02.02.01 Add, subtract, multiply, and divide whole numbers, with and without a calculator	
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.

Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
Math.1.L1.1.2	Explain why the multiplicative inverse of a number has the same sign as the number, while the additive inverse of a number has the opposite sign.
Math.1.L1.1.3	Explain how the properties of associativity, commutativity, and distributivity, as well as identity and inverse elements, are used in arithmetic and algebraic calculations.
Math.1.L1.1.4	Describe the reasons for the different effects of multiplication by, or exponentiation of, a positive number by a number less than 0, a number between 0 and 1, and a number greater than 1.
Math.1.L1.1.5	Justify numerical relationships (e.g., show that the sum of even integers is even; that every integer can be written as $3m+k$, where k is 0, 1, or 2, and m is an integer; or that the sum of the first n positive integers is $n(n+1)/2$).
Math.1.L1.1.6	Explain the importance of the irrational numbers $\sqrt{2}$ and $\sqrt{3}$ in basic right triangle trigonometry; the importance of π because of its role in circle relationships; and the role of e in applications such as continuously compounded interest.
Math.1.L1.2.1	Use mathematical symbols (e.g., interval notation, set notation, summation notation) to represent quantitative relationships and situations.
Math.1.L1.2.2	Interpret representations that reflect absolute value relationships (e.g. $ x - a \leq b$, or $a \pm b$) in such contexts as error tolerance.
Math.1.L1.2.3	Use vectors to represent quantities that have magnitude and direction; interpret direction and magnitude of a vector numerically, and calculate the sum and difference of two vectors.
Math.1.L1.2.4	Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.
Math.1.L1.2.5	Read and interpret representations from various technological sources, such as contour or isobar diagrams.
Math.1.L1.3.1	Describe, explain, and apply various counting techniques (e.g., finding the number of different 4-letter passwords; permutations; and combinations); relate combinations to Pascal's triangle; know when to use each technique.
Math.1.L1.3.2	Define and interpret commonly used expressions of probability (e.g., chances of an event, likelihood, odds).
Math.1.L1.3.3	Recognize and explain common probability misconceptions such as "hot streaks" and "being due."
Math.1.L2.1.1	Explain the meaning and uses of weighted averages (e.g., GNP, consumer price index, grade point average).
Math.1.L2.1.2	Calculate fluently with numerical expressions involving exponents; use the rules of exponents; evaluate numerical expressions involving rational and negative exponents; transition easily between roots and exponents.
Math.1.L2.1.3	Explain the exponential relationship between a number and its base 10 logarithm, and use it to relate rules of logarithms to those of exponents in expressions involving numbers.
Math.1.L2.1.4	Know that the complex number i is one of two solutions to $x^2 = -1$.
Math.1.L2.1.5	Add, subtract, and multiply complex numbers; use conjugates to simplify quotients of complex numbers.
Math.1.L2.1.6	Recognize when exact answers aren't always possible or practical; use appropriate algorithms to approximate solutions to equations (e.g., to approximate square roots).
Math.1.L2.1.7	Understand the mathematical bases for the differences among voting procedures.
Math.1.L2.2.1	Find the n th term in arithmetic, geometric, or other simple sequences.
Math.1.L2.2.2	Compute sums of finite arithmetic and geometric sequences.

Math.1.L2.2.3	Use iterative processes in such examples as computing compound interest or applying approximation procedures.
Math.1.L2.2.4	Compute sums of infinite geometric sequences.
Math.1.L3.1.1	Convert units of measurement within and between systems; explain how arithmetic operations on measurements affect units, and carry units through calculations correctly.
Math.1.L3.1.2	Describe and interpret logarithmic relationships in such contexts as the Richter scale, the pH scale, or decibel measurements (e.g., explain why a small change in the scale can represent a large change in intensity); solve applied problems.
Math.1.L3.2.1	Determine what degree of accuracy is reasonable for measurements in a given situation; express accuracy through use of significant digits, error tolerance, or percent of error; describe how errors in measurements are magnified by computation; recognize accumulated error in applied situations.
Math.1.L3.2.2	Describe and explain round-off error, rounding, and truncating.
Math.1.L3.2.3	Know the meaning of and interpret statistical significance, margin of error, and confidence level.
Math.1.L4.1.1	Distinguish between inductive and deductive reasoning, identifying and providing examples of each.
Math.1.L4.1.2	Differentiate between statistical arguments (statements verified empirically using examples or data) and logical arguments based on the rules of logic.
Math.1.L4.1.3	Define and explain the roles of axioms (postulates), definitions, theorems, counterexamples, and proofs in the logical structure of mathematics; identify and give examples of each.
Math.1.L4.2.1	Know and use the terms of basic logic (e.g., proposition, negation, truth and falsity, implication, if and only if, contrapositive, and converse).
Math.1.L4.2.2	Use the connectives “NOT,” “AND,” “OR,” and “IF . . . , THEN,” in mathematical and everyday settings. Know the truth table of each connective and how to logically negate statements involving these connectives.
Math.1.L4.2.3	Use the quantifiers “THERE EXISTS” and “ALL” in mathematical and everyday settings and know how to logically negate statements involving them.
Math.1.L4.2.4	Write the converse, inverse, and contrapositive of an “If . . . , then . . . ” statement; use the fact, in mathematical and everyday settings, that the contrapositive is logically equivalent to the original while the inverse and converse are not.
Math.1.L4.3.1	Know the basic structure for the proof of an “If . . . , then . . . ” statement (assuming the hypothesis and ending with the conclusion) and know that proving the contrapositive is equivalent.
Math.1.L4.3.2	Construct proofs by contradiction; use counterexamples, when appropriate, to disprove a statement.
Math.1.L4.3.3	Explain the difference between a necessary and a sufficient condition within the statement of a theorem; determine the correct conclusions based on interpreting a theorem in which necessary or sufficient conditions in the theorem or hypothesis are satisfied.
Math.2.A1.1.1	Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.
Math.2.A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).
Math.2.A1.1.4	Add, subtract, multiply, and simplify polynomials and rational expressions (e.g., multiply $(x - 1)(1 - x^2 + 3)$; simplify $(9x - x^3)/(x + 3)$)
Math.2.A1.1.5	Divide a polynomial by a monomial.

Math.2.A1.1.6	Transform exponential and logarithmic expressions into equivalent forms using the properties of exponents and logarithms including the inverse relationship between exponents and logarithms.
Math.2.A1.1.7	Transform trigonometric expressions into equivalent forms using basic identities such as $\sin^2 + \cos^2 = 1$, $\tan = \sin/\cos$, and $\tan^2 + 1 = \sec^2$
Math.2.A1.2.1	Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.
Math.2.A1.2.3	Solve (and justify steps in the solutions) linear and quadratic equations and inequalities, including systems of up to three linear equations with three unknowns; apply the quadratic formula appropriately.
Math.2.A1.2.4	Solve absolute value equations and inequalities, (e.g. solve $ x - 3 \leq 6$), and justify steps in the solution.
Math.2.A1.2.5	Solve polynomial equations and equations involving rational expressions (e.g. solve $-2x(x^2 + 4x+3) = 0$; solve $x - 1/(x + 6) = 3$), and justify steps in the solution.
Math.2.A1.2.6	Solve power equations (e.g., $(x + 1)^3 = 8$) and equations including radical expressions (e.g., $\sqrt{3x - 7} = 7$), justify steps in the solution, and explain how extraneous solutions may arise.
Math.2.A1.2.7	Solve exponential and logarithmic equations (e.g., $3(2^x) = 24$), $2 \ln(x + 1) = 4$), and justify steps in the solution.
Math.2.A1.2.8	Solve an equation involving several variables (with numerical or letter coefficients) for a designated variable, and justify steps in the solution.
Math.2.A1.2.9	Know common formulas (e.g., slope, distance between two points, quadratic formula, compound interest, distance = velocity • time), and apply appropriately in contextual situations.
Math.2.A1.2.10	Use special values of the inverse trigonometric functions to solve trigonometric equations over specific intervals (e.g., $2\sin x - 1 = 0$ for $0 \leq x \leq 2\pi$).
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
Math.2.A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words, and translate among representations.
Math.2.A2.1.4	Recognize that functions may be defined by different expressions over different intervals of their domains; such functions are piecewise-defined (e.g., absolute value and greatest integer functions).
Math.2.A2.1.5	Recognize that functions may be defined recursively, and compute values of and graph simple recursively defined functions (e.g., $f(0) = 5$, and $f(n) = f(n-1) + 2$).
Math.2.A2.1.6	Identify the zeros of a function and the intervals where the values of a function are positive or negative, and describe the behavior of a function, as x approaches positive or negative infinity, given the symbolic and graphical representations.
Math.2.A2.1.7	Identify and interpret the key features of a function from its graph or its formula(e), (e.g. slope, intercept(s), asymptote(s), maximum and minimum value(s), symmetry, average rate of change over an interval, and periodicity).
Math.2.A2.2.1	Combine functions by addition, subtraction, multiplication, and division.
Math.2.A2.2.2	Apply given transformations (e.g., vertical or horizontal shifts, stretching or shrinking, or reflections about the x - and y -axes) to basic functions, and represent symbolically.
Math.2.A2.3.2	Describe the tabular pattern associated with functions having constant rate of change (linear); or variable rates of change.
Math.2.A2.3.3	Write the general symbolic forms that characterize each family of functions. (e.g., $f(x) = A0a^x$; $f(x) = A\sin Bx$)
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.

Math.2.A2.4.4	Find an equation of the line parallel or perpendicular to given line, through a given point; understand and use the facts that non-vertical parallel lines have equal slopes, and that non-vertical perpendicular lines have slopes that multiply to give -1.
Math.2.A2.10.1	Use the unit circle to define sine and cosine; approximate values of sine and cosine (e.g., $\sin 3$, or $\cos 0.5$); use sine and cosine to define the remaining trigonometric functions; explain why the trigonometric functions are periodic.
Math.2.A2.10.3	Use the unit circle to determine the exact values of sine and cosine, for integer multiples of $\pi/6$ and $\pi/4$.
Math.2.A2.10.4	Graph the sine and cosine functions; analyze graphs by noting domain, range, period, amplitude, and location of maxima and minima.
Math.2.A2.10.5	Graph transformations of basic trigonometric functions (involving changes in period, amplitude, and midline) and understand the relationship between constants in the formula and the transformed graph.
Math.3.G1.1.1	Solve multi-step problems and construct proofs involving vertical angles, linear pairs of angles supplementary angles, complementary angles, and right angles.
Math.3.G1.1.2	Solve multi-step problems and construct proofs involving corresponding angles, alternate interior angles, alternate exterior angles, and same-side (consecutive) interior angles.
Math.3.G1.1.3	Perform and justify constructions, including midpoint of a line segment and bisector of an angle, using straightedge and compass.
Math.3.G1.1.5	Given a line segment in terms of its endpoints in the coordinate plane, determine its length and midpoint.
Math.3.G1.2.1	Prove that the angle sum of a triangle is 180° and that an exterior angle of a triangle is the sum of the two remote interior angles.
Math.3.G1.2.2	Construct and justify arguments and solve multi-step problems involving angle measure, side length, perimeter, and area of all types of triangles.
Math.3.G1.2.3	Know a proof of the Pythagorean Theorem and use the Pythagorean Theorem and its converse to solve multi-step problems.
Math.3.G1.2.4	Prove and use the relationships among the side lengths and the angles of 30° - 60° - 90° triangles and 45° - 45° - 90° triangles.
Math.3.G1.2.5	Solve multi-step problems and construct proofs about the properties of medians, altitudes, and perpendicular bisectors to the sides of a triangle, and the angle bisectors of a triangle; using a straightedge and compass, construct these lines.
Math.3.G1.3.1	Define the sine, cosine, and tangent of acute angles in a right triangle as ratios of sides; solve problems about angles, side lengths, or areas using trigonometric ratios in right triangles.
Math.3.G1.3.2	Know and use the Law of Sines and the Law of Cosines and use them to solve problems; find the area of a triangle with sides a and b and included angle θ using the formula $\text{Area} = (1/2) a b \sin \theta$.
Math.3.G1.3.3	Determine the exact values of sine, cosine, and tangent for 0° , 30° , 45° , 60° , and their integer multiples, and apply in various contexts.
Math.3.G1.4.1	Solve multi-step problems and construct proofs involving angle measure, side length, diagonal length, perimeter, and area of squares, rectangles, parallelograms, kites, and trapezoids.
Math.3.G1.4.2	Solve multi-step problems and construct proofs involving quadrilaterals (e.g., prove that the diagonals of a rhombus are perpendicular) using Euclidean methods or coordinate geometry.
Math.3.G1.4.3	Describe and justify hierarchical relationships among quadrilaterals, (e.g. every rectangle is a parallelogram).
Math.3.G1.4.4	Prove theorems about the interior and exterior angle sums of a quadrilateral.
Math.3.G1.4.5	Understand the definition of a cyclic quadrilateral, and know and use the basic properties of cyclic quadrilaterals.

Math.3.G1.6.1	Solve multi-step problems involving circumference and area of circles.
Math.3.G2.2.1	Identify or sketch a possible 3-dimensional figure, given 2-dimensional views (e.g., nets, multiple views); create a 2-dimensional representation of a 3-dimensional figure.
Math.3.G2.2.2	Identify or sketch cross-sections of 3-dimensional figures; identify or sketch solids formed by revolving 2-dimensional figures around lines.
Math.3.G2.3.4	Use theorems about similar triangles to solve problems with and without use of coordinates.
02.02.02 Use a standard ruler and a metric ruler to measure	
ELA.2.CE.2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
TEC.IV.4	Transfer measurements within appropriate tolerances for the purposes of producing and evaluating technological solutions to problems.
02.02.03 Add, subtract, multiply, and divide fractions	
ELA.2.CE.2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
Math.1.L1.1.2	Explain why the multiplicative inverse of a number has the same sign as the number, while the additive inverse of a number has the opposite sign.
Math.1.L1.1.3	Explain how the properties of associativity, commutativity, and distributivity, as well as identity and inverse elements, are used in arithmetic and algebraic calculations.
Math.1.L1.1.4	Describe the reasons for the different effects of multiplication by, or exponentiation of, a positive number by a number less than 0, a number between 0 and 1, and a number greater than 1.
Math.1.L1.1.5	Justify numerical relationships (e.g., show that the sum of even integers is even; that every integer can be written as $3m+k$, where k is 0, 1, or 2, and m is an integer; or that the sum of the first n positive integers is $n(n+1)/2$).
Math.1.L1.1.6	Explain the importance of the irrational numbers $\sqrt{2}$ and $\sqrt{3}$ in basic right triangle trigonometry; the importance of π because of its role in circle relationships; and the role of e in applications such as continuously compounded interest.
Math.1.L1.2.1	Use mathematical symbols (e.g., interval notation, set notation, summation notation) to represent quantitative relationships and situations.
Math.1.L1.2.2	Interpret representations that reflect absolute value relationships (e.g. $ x - a \leq b$, or $a \pm b$) in such contexts as error tolerance.
Math.1.L1.2.3	Use vectors to represent quantities that have magnitude and direction; interpret direction and magnitude of a vector numerically, and calculate the sum and difference of two vectors.
Math.1.L1.2.4	Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.
Math.1.L1.2.5	Read and interpret representations from various technological sources, such as contour or isobar diagrams.
Math.1.L1.3.1	Describe, explain, and apply various counting techniques (e.g., finding the number of different 4-letter passwords; permutations; and combinations); relate combinations to Pascal's triangle; know when to use each technique.
Math.1.L1.3.2	Define and interpret commonly used expressions of probability (e.g., chances of an event, likelihood, odds).
Math.1.L1.3.3	Recognize and explain common probability misconceptions such as "hot streaks" and "being due."
Math.1.L2.1.1	Explain the meaning and uses of weighted averages (e.g., GNP, consumer price index, grade point average).
Math.1.L2.1.2	Calculate fluently with numerical expressions involving exponents; use the rules of exponents; evaluate numerical expressions involving rational and negative exponents; transition easily between roots and exponents.

Math.1.L2.1.3	Explain the exponential relationship between a number and its base 10 logarithm, and use it to relate rules of logarithms to those of exponents in expressions involving numbers.
Math.1.L2.1.4	Know that the complex number i is one of two solutions to $x^2 = -1$.
Math.1.L2.1.5	Add, subtract, and multiply complex numbers; use conjugates to simplify quotients of complex numbers.
Math.1.L2.1.6	Recognize when exact answers aren't always possible or practical; use appropriate algorithms to approximate solutions to equations (e.g., to approximate square roots).
Math.1.L2.1.7	Understand the mathematical bases for the differences among voting procedures.
Math.1.L2.2.1	Find the n th term in arithmetic, geometric, or other simple sequences.
Math.1.L2.2.2	Compute sums of finite arithmetic and geometric sequences.
Math.1.L2.2.3	Use iterative processes in such examples as computing compound interest or applying approximation procedures.
Math.1.L2.2.4	Compute sums of infinite geometric sequences.
Math.1.L3.1.1	Convert units of measurement within and between systems; explain how arithmetic operations on measurements affect units, and carry units through calculations correctly.
Math.1.L3.1.2	Describe and interpret logarithmic relationships in such contexts as the Richter scale, the pH scale, or decibel measurements (e.g., explain why a small change in the scale can represent a large change in intensity); solve applied problems.
Math.1.L3.2.1	Determine what degree of accuracy is reasonable for measurements in a given situation; express accuracy through use of significant digits, error tolerance, or percent of error; describe how errors in measurements are magnified by computation; recognize accumulated error in applied situations.
Math.1.L3.2.2	Describe and explain round-off error, rounding, and truncating.
Math.1.L3.2.3	Know the meaning of and interpret statistical significance, margin of error, and confidence level.
Math.1.L4.1.1	Distinguish between inductive and deductive reasoning, identifying and providing examples of each.
Math.1.L4.1.2	Differentiate between statistical arguments (statements verified empirically using examples or data) and logical arguments based on the rules of logic.
Math.1.L4.1.3	Define and explain the roles of axioms (postulates), definitions, theorems, counterexamples, and proofs in the logical structure of mathematics; identify and give examples of each.
Math.1.L4.2.1	Know and use the terms of basic logic (e.g., proposition, negation, truth and falsity, implication, if and only if, contrapositive, and converse).
Math.1.L4.2.2	Use the connectives "NOT," "AND," "OR," and "IF..., THEN," in mathematical and everyday settings. Know the truth table of each connective and how to logically negate statements involving these connectives.
Math.1.L4.2.3	Use the quantifiers "THERE EXISTS" and "ALL" in mathematical and everyday settings and know how to logically negate statements involving them.
Math.1.L4.2.4	Write the converse, inverse, and contrapositive of an "If..., then..." statement; use the fact, in mathematical and everyday settings, that the contrapositive is logically equivalent to the original while the inverse and converse are not.
Math.1.L4.3.1	Know the basic structure for the proof of an "If..., then..." statement (assuming the hypothesis and ending with the conclusion) and know that proving the contrapositive is equivalent.
Math.1.L4.3.2	Construct proofs by contradiction; use counterexamples, when appropriate, to disprove a statement.

Math.1.L4.3.3	Explain the difference between a necessary and a sufficient condition within the statement of a theorem; determine the correct conclusions based on interpreting a theorem in which necessary or sufficient conditions in the theorem or hypothesis are satisfied.
Math.2.A1.1.1	Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.
Math.2.A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).
Math.2.A1.1.5	Divide a polynomial by a monomial.
Math.2.A1.1.6	Transform exponential and logarithmic expressions into equivalent forms using the properties of exponents and logarithms including the inverse relationship between exponents and logarithms.
Math.2.A1.1.7	Transform trigonometric expressions into equivalent forms using basic identities such as $\sin^2 + \cos^2 = 1$, $\tan = \sin/\cos$, and $\tan^2 + 1 = \sec^2$
Math.2.A1.2.1	Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.
Math.2.A1.2.2	Associate a given equation with a function whose zeros are the solutions of the equation.
Math.2.A1.2.3	Solve (and justify steps in the solutions) linear and quadratic equations and inequalities, including systems of up to three linear equations with three unknowns; apply the quadratic formula appropriately.
Math.2.A1.2.4	Solve absolute value equations and inequalities, (e.g. solve $ x - 3 \leq 6$), and justify steps in the solution.
Math.2.A1.2.5	Solve polynomial equations and equations involving rational expressions (e.g. solve $-2x(x^2 + 4x+3) = 0$; solve $x - 1/(x + 6) = 3$), and justify steps in the solution.
Math.2.A1.2.7	Solve exponential and logarithmic equations (e.g., $3(2^x) = 24$), $2 \ln(x + 1) = 4$), and justify steps in the solution.
Math.2.A1.2.8	Solve an equation involving several variables (with numerical or letter coefficients) for a designated variable, and justify steps in the solution.
Math.2.A1.2.9	Know common formulas (e.g., slope, distance between two points, quadratic formula, compound interest, distance = velocity • time), and apply appropriately in contextual situations.
Math.2.A1.2.10	Use special values of the inverse trigonometric functions to solve trigonometric equations over specific intervals (e.g., $2\sin x - 1 = 0$ for $0 \leq x \leq 2\pi$).
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
Math.2.A2.1.2	Read, interpret, and use function notation, and evaluate a function at a value in its domain.
Math.2.A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words, and translate among representations.
Math.2.A2.1.4	Recognize that functions may be defined by different expressions over different intervals of their domains; such functions are piecewise-defined (e.g., absolute value and greatest integer functions).
Math.2.A2.1.5	Recognize that functions may be defined recursively, and compute values of and graph simple recursively defined functions (e.g., $f(0) = 5$, and $f(n) = f(n-1) + 2$).
Math.2.A2.1.6	Identify the zeros of a function and the intervals where the values of a function are positive or negative, and describe the behavior of a function, as x approaches positive or negative infinity, given the symbolic and graphical representations.

Math.2.A2.1.7	Identify and interpret the key features of a function from its graph or its formula(e), (e.g. slope, intercept(s), asymptote(s), maximum and minimum value(s), symmetry, average rate of change over an interval, and periodicity).
Math.2.A2.2.1	Combine functions by addition, subtraction, multiplication, and division.
Math.2.A2.2.2	Apply given transformations (e.g., vertical or horizontal shifts, stretching or shrinking, or reflections about the x- and y-axes) to basic functions, and represent symbolically.
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
Math.2.A2.4.4	Find an equation of the line parallel or perpendicular to given line, through a given point; understand and use the facts that non-vertical parallel lines have equal slopes, and that non-vertical perpendicular lines have slopes that multiply to give -1.
Math.2.A2.10.1	Use the unit circle to define sine and cosine; approximate values of sine and cosine (e.g., $\sin 3$, or $\cos 0.5$); use sine and cosine to define the remaining trigonometric functions; explain why the trigonometric functions are periodic.
Math.2.A2.10.3	Use the unit circle to determine the exact values of sine and cosine, for integer multiples of $\pi/6$ and $\pi/4$.
Math.2.A2.10.4	Graph the sine and cosine functions; analyze graphs by noting domain, range, period, amplitude, and location of maxima and minima.
Math.2.A2.10.5	Graph transformations of basic trigonometric functions (involving changes in period, amplitude, and midline) and understand the relationship between constants in the formula and the transformed graph.
Math.3.G1.1.1	Solve multi-step problems and construct proofs involving vertical angles, linear pairs of angles supplementary angles, complementary angles, and right angles.
Math.3.G1.1.2	Solve multi-step problems and construct proofs involving corresponding angles, alternate interior angles, alternate exterior angles, and same-side (consecutive) interior angles.
Math.3.G1.1.3	Perform and justify constructions, including midpoint of a line segment and bisector of an angle, using straightedge and compass.
Math.3.G1.1.5	Given a line segment in terms of its endpoints in the coordinate plane, determine its length and midpoint.
Math.3.G1.2.1	Prove that the angle sum of a triangle is 180° and that an exterior angle of a triangle is the sum of the two remote interior angles.
Math.3.G1.2.2	Construct and justify arguments and solve multi-step problems involving angle measure, side length, perimeter, and area of all types of triangles.
Math.3.G1.2.3	Know a proof of the Pythagorean Theorem and use the Pythagorean Theorem and its converse to solve multi-step problems.
Math.3.G1.2.4	Prove and use the relationships among the side lengths and the angles of 30° - 60° - 90° triangles and 45° - 45° - 90° triangles.
Math.3.G1.2.5	Solve multi-step problems and construct proofs about the properties of medians, altitudes, and perpendicular bisectors to the sides of a triangle, and the angle bisectors of a triangle; using a straightedge and compass, construct these lines.
Math.3.G1.3.1	Define the sine, cosine, and tangent of acute angles in a right triangle as ratios of sides; solve problems about angles, side lengths, or areas using trigonometric ratios in right triangles.
Math.3.G1.3.2	Know and use the Law of Sines and the Law of Cosines and use them to solve problems; find the area of a triangle with sides a and b and included angle θ using the formula $\text{Area} = (1/2) a b \sin \theta$.
Math.3.G1.3.3	Determine the exact values of sine, cosine, and tangent for 0° , 30° , 45° , 60° , and their integer multiples, and apply in various contexts.

Math.3.G1.4.1	Solve multi-step problems and construct proofs involving angle measure, side length, diagonal length, perimeter, and area of squares, rectangles, parallelograms, kites, and trapezoids.
Math.3.G1.4.2	Solve multi-step problems and construct proofs involving quadrilaterals (e.g., prove that the diagonals of a rhombus are perpendicular) using Euclidean methods or coordinate geometry.
Math.3.G1.4.3	Describe and justify hierarchical relationships among quadrilaterals, (e.g. every rectangle is a parallelogram).
Math.3.G1.4.4	Prove theorems about the interior and exterior angle sums of a quadrilateral.
Math.3.G1.4.5	Understand the definition of a cyclic quadrilateral, and know and use the basic properties of cyclic quadrilaterals.
Math.3.G1.6.1	Solve multi-step problems involving circumference and area of circles.
Math.3.G2.2.1	Identify or sketch a possible 3-dimensional figure, given 2-dimensional views (e.g., nets, multiple views); create a 2-dimensional representation of a 3-dimensional figure.
Math.3.G2.2.2	Identify or sketch cross-sections of 3-dimensional figures; identify or sketch solids formed by revolving 2-dimensional figures around lines.
TEC.IV.5	Use industrial tools, materials, equipment, and processes to design and produce products addressing given technological problems.
02.02.04 Add, subtract, multiply, and divide decimals, with and without a calculator	
ELA.2.CE.2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
Math.1.L1.1.2	Explain why the multiplicative inverse of a number has the same sign as the number, while the additive inverse of a number has the opposite sign.
Math.1.L1.1.3	Explain how the properties of associativity, commutativity, and distributivity, as well as identity and inverse elements, are used in arithmetic and algebraic calculations.
Math.1.L1.1.4	Describe the reasons for the different effects of multiplication by, or exponentiation of, a positive number by a number less than 0, a number between 0 and 1, and a number greater than 1.
Math.1.L1.1.5	Justify numerical relationships (e.g., show that the sum of even integers is even; that every integer can be written as $3m+k$, where k is 0, 1, or 2, and m is an integer; or that the sum of the first n positive integers is $n(n+1)/2$).
Math.1.L1.1.6	Explain the importance of the irrational numbers $\sqrt{2}$ and $\sqrt{3}$ in basic right triangle trigonometry; the importance of π because of its role in circle relationships; and the role of e in applications such as continuously compounded interest.
Math.1.L1.2.1	Use mathematical symbols (e.g., interval notation, set notation, summation notation) to represent quantitative relationships and situations.
Math.1.L1.2.2	Interpret representations that reflect absolute value relationships (e.g. $ x - a \leq b$, or $a \pm b$) in such contexts as error tolerance.
Math.1.L1.2.3	Use vectors to represent quantities that have magnitude and direction; interpret direction and magnitude of a vector numerically, and calculate the sum and difference of two vectors.
Math.1.L1.2.4	Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.
Math.1.L1.2.5	Read and interpret representations from various technological sources, such as contour or isobar diagrams.
Math.1.L1.3.1	Describe, explain, and apply various counting techniques (e.g., finding the number of different 4-letter passwords; permutations; and combinations); relate combinations to Pascal's triangle; know when to use each technique.

Math.1.L1.3.2	Define and interpret commonly used expressions of probability (e.g., chances of an event, likelihood, odds).
Math.1.L1.3.3	Recognize and explain common probability misconceptions such as “hot streaks” and “being due.”
Math.1.L2.1.1	Explain the meaning and uses of weighted averages (e.g., GNP, consumer price index, grade point average).
Math.1.L2.1.2	Calculate fluently with numerical expressions involving exponents; use the rules of exponents; evaluate numerical expressions involving rational and negative exponents; transition easily between roots and exponents.
Math.1.L2.1.3	Explain the exponential relationship between a number and its base 10 logarithm, and use it to relate rules of logarithms to those of exponents in expressions involving numbers.
Math.1.L2.1.4	Know that the complex number i is one of two solutions to $x^2 = -1$.
Math.1.L2.1.5	Add, subtract, and multiply complex numbers; use conjugates to simplify quotients of complex numbers.
Math.1.L2.1.6	Recognize when exact answers aren't always possible or practical; use appropriate algorithms to approximate solutions to equations (e.g., to approximate square roots).
Math.1.L2.1.7	Understand the mathematical bases for the differences among voting procedures.
Math.1.L2.2.1	Find the n th term in arithmetic, geometric, or other simple sequences.
Math.1.L2.2.2	Compute sums of finite arithmetic and geometric sequences.
Math.1.L2.2.3	Use iterative processes in such examples as computing compound interest or applying approximation procedures.
Math.1.L2.2.4	Compute sums of infinite geometric sequences.
Math.1.L3.1.1	Convert units of measurement within and between systems; explain how arithmetic operations on measurements affect units, and carry units through calculations correctly.
Math.1.L3.1.2	Describe and interpret logarithmic relationships in such contexts as the Richter scale, the pH scale, or decibel measurements (e.g., explain why a small change in the scale can represent a large change in intensity); solve applied problems.
Math.1.L3.2.1	Determine what degree of accuracy is reasonable for measurements in a given situation; express accuracy through use of significant digits, error tolerance, or percent of error; describe how errors in measurements are magnified by computation; recognize accumulated error in applied situations.
Math.1.L3.2.2	Describe and explain round-off error, rounding, and truncating.
Math.1.L3.2.3	Know the meaning of and interpret statistical significance, margin of error, and confidence level.
Math.1.L4.1.1	Distinguish between inductive and deductive reasoning, identifying and providing examples of each.
Math.1.L4.1.2	Differentiate between statistical arguments (statements verified empirically using examples or data) and logical arguments based on the rules of logic.
Math.1.L4.1.3	Define and explain the roles of axioms (postulates), definitions, theorems, counterexamples, and proofs in the logical structure of mathematics; identify and give examples of each.
Math.1.L4.2.1	Know and use the terms of basic logic (e.g., proposition, negation, truth and falsity, implication, if and only if, contrapositive, and converse).
Math.1.L4.2.2	Use the connectives “NOT,” “AND,” “OR,” and “IF..., THEN,” in mathematical and everyday settings. Know the truth table of each connective and how to logically negate statements involving these connectives.
Math.1.L4.2.3	Use the quantifiers “THERE EXISTS” and “ALL” in mathematical and everyday settings and know how to logically negate statements involving them.

Math.1.L4.2.4	Write the converse, inverse, and contrapositive of an “If..., then...” statement; use the fact, in mathematical and everyday settings, that the contrapositive is logically equivalent to the original while the inverse and converse are not.
Math.1.L4.3.1	Know the basic structure for the proof of an “If..., then...” statement (assuming the hypothesis and ending with the conclusion) and know that proving the contrapositive is equivalent.
Math.1.L4.3.2	Construct proofs by contradiction; use counterexamples, when appropriate, to disprove a statement.
Math.1.L4.3.3	Explain the difference between a necessary and a sufficient condition within the statement of a theorem; determine the correct conclusions based on interpreting a theorem in which necessary or sufficient conditions in the theorem or hypothesis are satisfied.
Math.2.A1.1.1	Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.
Math.2.A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).
Math.2.A1.1.4	Add, subtract, multiply, and simplify polynomials and rational expressions (e.g., multiply $(x - 1)(1 - x^2 + 3)$; simplify $(9x - x^3)/(x + 3)$)
Math.2.A1.1.5	Divide a polynomial by a monomial.
Math.2.A1.1.6	Transform exponential and logarithmic expressions into equivalent forms using the properties of exponents and logarithms including the inverse relationship between exponents and logarithms.
Math.2.A1.1.7	Transform trigonometric expressions into equivalent forms using basic identities such as $\sin^2 + \cos^2 = 1$, $\tan = \sin/\cos$, and $\tan^2 + 1 = \sec^2$
Math.2.A1.2.1	Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.
Math.2.A1.2.2	Associate a given equation with a function whose zeros are the solutions of the equation.
Math.2.A1.2.3	Solve (and justify steps in the solutions) linear and quadratic equations and inequalities, including systems of up to three linear equations with three unknowns; apply the quadratic formula appropriately.
Math.2.A1.2.4	Solve absolute value equations and inequalities, (e.g. solve $ x - 3 \leq 6$), and justify steps in the solution.
Math.2.A1.2.5	Solve polynomial equations and equations involving rational expressions (e.g. solve $-2x(x^2 + 4x + 3) = 0$; solve $x - 1/(x + 6) = 3$), and justify steps in the solution.
Math.2.A1.2.6	Solve power equations (e.g., $(x + 1)^3 = 8$) and equations including radical expressions (e.g., $\text{SquareRoot}(3x - 7) = 7$), justify steps in the solution, and explain how extraneous solutions may arise.
Math.2.A1.2.7	Solve exponential and logarithmic equations (e.g., $3(2^x) = 24$), $2 \ln(x + 1) = 4$), and justify steps in the solution.
Math.2.A1.2.8	Solve an equation involving several variables (with numerical or letter coefficients) for a designated variable, and justify steps in the solution.
Math.2.A1.2.9	Know common formulas (e.g., slope, distance between two points, quadratic formula, compound interest, distance = velocity • time), and apply appropriately in contextual situations.
Math.2.A1.2.10	Use special values of the inverse trigonometric functions to solve trigonometric equations over specific intervals (e.g., $2\sin x - 1 = 0$ for $0 \leq x \leq 2\pi$).
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
Math.2.A2.1.2	Read, interpret, and use function notation, and evaluate a function at a value in its domain.

Math.2.A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words, and translate among representations.
Math.2.A2.1.4	Recognize that functions may be defined by different expressions over different intervals of their domains; such functions are piecewise-defined (e.g., absolute value and greatest integer functions).
Math.2.A2.1.5	Recognize that functions may be defined recursively, and compute values of and graph simple recursively defined functions (e.g., $f(0) = 5$, and $f(n) = f(n-1) + 2$).
Math.2.A2.1.6	Identify the zeros of a function and the intervals where the values of a function are positive or negative, and describe the behavior of a function, as x approaches positive or negative infinity, given the symbolic and graphical representations.
Math.2.A2.1.7	Identify and interpret the key features of a function from its graph or its formula(e), (e.g. slope, intercept(s), asymptote(s), maximum and minimum value(s), symmetry, average rate of change over an interval, and periodicity).
Math.2.A2.2.1	Combine functions by addition, subtraction, multiplication, and division.
Math.2.A2.2.2	Apply given transformations (e.g., vertical or horizontal shifts, stretching or shrinking, or reflections about the x - and y -axes) to basic functions, and represent symbolically.
Math.2.A2.3.2	Describe the tabular pattern associated with functions having constant rate of change (linear); or variable rates of change.
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
Math.2.A2.4.4	Find an equation of the line parallel or perpendicular to given line, through a given point; understand and use the facts that non-vertical parallel lines have equal slopes, and that non-vertical perpendicular lines have slopes that multiply to give -1 .
Math.2.A2.10.1	Use the unit circle to define sine and cosine; approximate values of sine and cosine (e.g., $\sin 3$, or $\cos 0.5$); use sine and cosine to define the remaining trigonometric functions; explain why the trigonometric functions are periodic.
Math.2.A2.10.3	Use the unit circle to determine the exact values of sine and cosine, for integer multiples of $\pi/6$ and $\pi/4$.
Math.2.A2.10.4	Graph the sine and cosine functions; analyze graphs by noting domain, range, period, amplitude, and location of maxima and minima.
Math.2.A2.10.5	Graph transformations of basic trigonometric functions (involving changes in period, amplitude, and midline) and understand the relationship between constants in the formula and the transformed graph.
Math.3.G1.1.1	Solve multi-step problems and construct proofs involving vertical angles, linear pairs of angles supplementary angles, complementary angles, and right angles.
Math.3.G1.1.2	Solve multi-step problems and construct proofs involving corresponding angles, alternate interior angles, alternate exterior angles, and same-side (consecutive) interior angles.
Math.3.G1.1.3	Perform and justify constructions, including midpoint of a line segment and bisector of an angle, using straightedge and compass.
Math.3.G1.1.5	Given a line segment in terms of its endpoints in the coordinate plane, determine its length and midpoint.
Math.3.G1.2.1	Prove that the angle sum of a triangle is 180° and that an exterior angle of a triangle is the sum of the two remote interior angles.
Math.3.G1.2.2	Construct and justify arguments and solve multi-step problems involving angle measure, side length, perimeter, and area of all types of triangles.
Math.3.G1.2.3	Know a proof of the Pythagorean Theorem and use the Pythagorean Theorem and its converse to solve multi-step problems.

Math.3.G1.2.4	Prove and use the relationships among the side lengths and the angles of 30°- 60°- 90° triangles and 45°- 45°- 90° triangles.
Math.3.G1.2.5	Solve multi-step problems and construct proofs about the properties of medians, altitudes, and perpendicular bisectors to the sides of a triangle, and the angle bisectors of a triangle; using a straightedge and compass, construct these lines.
Math.3.G1.3.1	Define the sine, cosine, and tangent of acute angles in a right triangle as ratios of sides; solve problems about angles, side lengths, or areas using trigonometric ratios in right triangles.
Math.3.G1.3.2	Know and use the Law of Sines and the Law of Cosines and use them to solve problems; find the area of a triangle with sides a and b and included angle Theta using the formula $\text{Area} = (1/2) a b \sin \text{Theta}$.
Math.3.G1.3.3	Determine the exact values of sine, cosine, and tangent for 0°, 30°, 45°, 60°, and their integer multiples, and apply in various contexts.
Math.3.G1.4.1	Solve multi-step problems and construct proofs involving angle measure, side length, diagonal length, perimeter, and area of squares, rectangles, parallelograms, kites, and trapezoids.
Math.3.G1.4.2	Solve multi-step problems and construct proofs involving quadrilaterals (e.g., prove that the diagonals of a rhombus are perpendicular) using Euclidean methods or coordinate geometry.
Math.3.G1.4.3	Describe and justify hierarchical relationships among quadrilaterals, (e.g. every rectangle is a parallelogram).
Math.3.G1.4.4	Prove theorems about the interior and exterior angle sums of a quadrilateral.
Math.3.G1.4.5	Understand the definition of a cyclic quadrilateral, and know and use the basic properties of cyclic quadrilaterals.
Math.3.G1.6.1	Solve multi-step problems involving circumference and area of circles.
Math.3.G2.2.1	Identify or sketch a possible 3-dimensional figure, given 2-dimensional views (e.g., nets, multiple views); create a 2-dimensional representation of a 3-dimensional figure.
Math.3.G2.2.2	Identify or sketch cross-sections of 3-dimensional figures; identify or sketch solids formed by revolving 2-dimensional figures around lines.
Math.3.G2.3.4	Use theorems about similar triangles to solve problems with and without use of coordinates.
TEC.IV.5	Use industrial tools, materials, equipment, and processes to design and produce products addressing given technological problems.
02.02.05 Convert decimals to percents and percents to decimals	
ELA.2.CE.2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
Math.1.L1.1.3	Explain how the properties of associativity, commutativity, and distributivity, as well as identity and inverse elements, are used in arithmetic and algebraic calculations.
Math.1.L1.1.4	Describe the reasons for the different effects of multiplication by, or exponentiation of, a positive number by a number less than 0, a number between 0 and 1, and a number greater than 1.
Math.1.L1.1.5	Justify numerical relationships (e.g., show that the sum of even integers is even; that every integer can be written as $3m+k$, where k is 0, 1, or 2, and m is an integer; or that the sum of the first n positive integers is $n(n+1)/2$).
Math.1.L1.1.6	Explain the importance of the irrational numbers $\sqrt{2}$ and $\sqrt{3}$ in basic right triangle trigonometry; the importance of Pi because of its role in circle relationships; and the role of e in applications such as continuously compounded interest.

Math.1.L1.2.1	Use mathematical symbols (e.g., interval notation, set notation, summation notation) to represent quantitative relationships and situations.
Math.1.L1.2.2	Interpret representations that reflect absolute value relationships (e.g. $ x - a \leq b$, or $a \pm b$) in such contexts as error tolerance.
Math.1.L1.2.3	Use vectors to represent quantities that have magnitude and direction; interpret direction and magnitude of a vector numerically, and calculate the sum and difference of two vectors.
Math.1.L1.2.4	Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.
Math.1.L1.2.5	Read and interpret representations from various technological sources, such as contour or isobar diagrams.
Math.1.L1.3.1	Describe, explain, and apply various counting techniques (e.g., finding the number of different 4-letter passwords; permutations; and combinations); relate combinations to Pascal's triangle; know when to use each technique.
Math.1.L1.3.2	Define and interpret commonly used expressions of probability (e.g., chances of an event, likelihood, odds).
Math.1.L1.3.3	Recognize and explain common probability misconceptions such as "hot streaks" and "being due."
Math.1.L2.1.2	Calculate fluently with numerical expressions involving exponents; use the rules of exponents; evaluate numerical expressions involving rational and negative exponents; transition easily between roots and exponents.
Math.1.L2.1.3	Explain the exponential relationship between a number and its base 10 logarithm, and use it to relate rules of logarithms to those of exponents in expressions involving numbers.
Math.1.L2.1.5	Add, subtract, and multiply complex numbers; use conjugates to simplify quotients of complex numbers.
Math.1.L2.1.6	Recognize when exact answers aren't always possible or practical; use appropriate algorithms to approximate solutions to equations (e.g., to approximate square roots).
Math.1.L2.2.1	Find the nth term in arithmetic, geometric, or other simple sequences.
Math.1.L2.2.2	Compute sums of finite arithmetic and geometric sequences.
Math.1.L2.2.3	Use iterative processes in such examples as computing compound interest or applying approximation procedures.
Math.1.L2.2.4	Compute sums of infinite geometric sequences.
Math.1.L3.1.1	Convert units of measurement within and between systems; explain how arithmetic operations on measurements affect units, and carry units through calculations correctly.
Math.1.L3.1.2	Describe and interpret logarithmic relationships in such contexts as the Richter scale, the pH scale, or decibel measurements (e.g., explain why a small change in the scale can represent a large change in intensity); solve applied problems.
Math.1.L3.2.1	Determine what degree of accuracy is reasonable for measurements in a given situation; express accuracy through use of significant digits, error tolerance, or percent of error; describe how errors in measurements are magnified by computation; recognize accumulated error in applied situations.
Math.1.L3.2.2	Describe and explain round-off error, rounding, and truncating.
Math.1.L3.2.3	Know the meaning of and interpret statistical significance, margin of error, and confidence level.
Math.1.L4.1.1	Distinguish between inductive and deductive reasoning, identifying and providing examples of each.
Math.1.L4.1.2	Differentiate between statistical arguments (statements verified empirically using examples or data) and logical arguments based on the rules of logic.
Math.1.L4.1.3	Define and explain the roles of axioms (postulates), definitions, theorems, counterexamples, and proofs in the logical structure of mathematics; identify and give examples of each.

Math.1.L4.2.1	Know and use the terms of basic logic (e.g., proposition, negation, truth and falsity, implication, if and only if, contrapositive, and converse).
Math.1.L4.2.2	Use the connectives “NOT,” “AND,” “OR,” and “IF...,THEN,” in mathematical and everyday settings. Know the truth table of each connective and how to logically negate statements involving these connectives.
Math.1.L4.2.3	Use the quantifiers “THERE EXISTS” and “ALL” in mathematical and everyday settings and know how to logically negate statements involving them.
Math.1.L4.2.4	Write the converse, inverse, and contrapositive of an “If..., then...” statement; use the fact, in mathematical and everyday settings, that the contrapositive is logically equivalent to the original while the inverse and converse are not.
Math.1.L4.3.1	Know the basic structure for the proof of an “If..., then...” statement (assuming the hypothesis and ending with the conclusion) and know that proving the contrapositive is equivalent.
Math.1.L4.3.2	Construct proofs by contradiction; use counterexamples, when appropriate, to disprove a statement.
Math.1.L4.3.3	Explain the difference between a necessary and a sufficient condition within the statement of a theorem; determine the correct conclusions based on interpreting a theorem in which necessary or sufficient conditions in the theorem or hypothesis are satisfied.
Math.2.A1.1.1	Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.
Math.2.A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).
Math.2.A1.1.4	Add, subtract, multiply, and simplify polynomials and rational expressions (e.g., multiply $(x - 1)(1 - x^2 + 3)$; simplify $(9x - x^3)/(x + 3)$)
Math.2.A1.1.5	Divide a polynomial by a monomial.
Math.2.A1.1.6	Transform exponential and logarithmic expressions into equivalent forms using the properties of exponents and logarithms including the inverse relationship between exponents and logarithms.
Math.2.A1.1.7	Transform trigonometric expressions into equivalent forms using basic identities such as $\sin^2 + \cos^2 = 1$, $\tan = \sin/\cos$, and $\tan^2 + 1 = \sec^2$
Math.2.A1.2.1	Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.
Math.2.A1.2.2	Associate a given equation with a function whose zeros are the solutions of the equation.
Math.2.A1.2.3	Solve (and justify steps in the solutions) linear and quadratic equations and inequalities, including systems of up to three linear equations with three unknowns; apply the quadratic formula appropriately.
Math.2.A1.2.4	Solve absolute value equations and inequalities, (e.g. solve $ x - 3 \leq 6$), and justify steps in the solution.
Math.2.A1.2.5	Solve polynomial equations and equations involving rational expressions (e.g. solve $-2x(x^2 + 4x+3) = 0$; solve $x - 1/(x + 6) = 3$), and justify steps in the solution.
Math.2.A1.2.6	Solve power equations (e.g., $(x + 1)^3 = 8$) and equations including radical expressions (e.g., $\text{SquareRoot}(3x - 7) = 7$), justify steps in the solution, and explain how extraneous solutions may arise.
Math.2.A1.2.7	Solve exponential and logarithmic equations (e.g., $3(2^x) = 24$), $2 \ln(x + 1) = 4$), and justify steps in the solution.
Math.2.A1.2.8	Solve an equation involving several variables (with numerical or letter coefficients) for a designated variable, and justify steps in the solution.

Math.2.A1.2.9	Know common formulas (e.g., slope, distance between two points, quadratic formula, compound interest, distance = velocity • time), and apply appropriately in contextual situations.
Math.2.A1.2.10	Use special values of the inverse trigonometric functions to solve trigonometric equations over specific intervals (e.g., $2\sin x - 1 = 0$ for $0 \leq x \leq 2\pi$).
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
Math.2.A2.1.2	Read, interpret, and use function notation, and evaluate a function at a value in its domain.
Math.2.A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words, and translate among representations.
Math.2.A2.1.4	Recognize that functions may be defined by different expressions over different intervals of their domains; such functions are piecewise-defined (e.g., absolute value and greatest integer functions).
Math.2.A2.1.5	Recognize that functions may be defined recursively, and compute values of and graph simple recursively defined functions (e.g., $f(0) = 5$, and $f(n) = f(n-1) + 2$).
Math.2.A2.1.6	Identify the zeros of a function and the intervals where the values of a function are positive or negative, and describe the behavior of a function, as x approaches positive or negative infinity, given the symbolic and graphical representations.
Math.2.A2.1.7	Identify and interpret the key features of a function from its graph or its formula(e), (e.g. slope, intercept(s), asymptote(s), maximum and minimum value(s), symmetry, average rate of change over an interval, and periodicity).
Math.2.A2.2.1	Combine functions by addition, subtraction, multiplication, and division.
Math.2.A2.2.2	Apply given transformations (e.g., vertical or horizontal shifts, stretching or shrinking, or reflections about the x - and y -axes) to basic functions, and represent symbolically.
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
Math.3.G1.1.1	Solve multi-step problems and construct proofs involving vertical angles, linear pairs of angles supplementary angles, complementary angles, and right angles.
Math.3.G1.1.2	Solve multi-step problems and construct proofs involving corresponding angles, alternate interior angles, alternate exterior angles, and same-side (consecutive) interior angles.
02.02.06 Convert fractions to decimals and decimals to fractions	
ELA.2.CE.2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
Math.1.L1.1.3	Explain how the properties of associativity, commutativity, and distributivity, as well as identity and inverse elements, are used in arithmetic and algebraic calculations.
Math.1.L1.1.4	Describe the reasons for the different effects of multiplication by, or exponentiation of, a positive number by a number less than 0, a number between 0 and 1, and a number greater than 1.
Math.1.L1.1.5	Justify numerical relationships (e.g., show that the sum of even integers is even; that every integer can be written as $3m+k$, where k is 0, 1, or 2, and m is an integer; or that the sum of the first n positive integers is $n(n+1)/2$).

Math.1.L1.1.6	Explain the importance of the irrational numbers SquareRoot(2) and SquareRoot(3) in basic right triangle trigonometry; the importance of Pi because of its role in circle relationships; and the role of e in applications such as continuously compounded interest.
Math.1.L1.2.1	Use mathematical symbols (e.g., interval notation, set notation, summation notation) to represent quantitative relationships and situations.
Math.1.L1.2.2	Interpret representations that reflect absolute value relationships (e.g. $ x - a \leq b$, or $a \pm b$) in such contexts as error tolerance.
Math.1.L1.2.4	Organize and summarize a data set in a table, plot, chart, or spreadsheet; find patterns in a display of data; understand and critique data displays in the media.
Math.1.L1.2.5	Read and interpret representations from various technological sources, such as contour or isobar diagrams.
Math.1.L1.3.1	Describe, explain, and apply various counting techniques (e.g., finding the number of different 4-letter passwords; permutations; and combinations); relate combinations to Pascal's triangle; know when to use each technique.
Math.1.L1.3.2	Define and interpret commonly used expressions of probability (e.g., chances of an event, likelihood, odds).
Math.1.L1.3.3	Recognize and explain common probability misconceptions such as "hot streaks" and "being due."
Math.1.L2.1.1	Explain the meaning and uses of weighted averages (e.g., GNP, consumer price index, grade point average).
Math.1.L2.1.2	Calculate fluently with numerical expressions involving exponents; use the rules of exponents; evaluate numerical expressions involving rational and negative exponents; transition easily between roots and exponents.
Math.1.L2.1.3	Explain the exponential relationship between a number and its base 10 logarithm, and use it to relate rules of logarithms to those of exponents in expressions involving numbers.
Math.1.L2.1.4	Know that the complex number i is one of two solutions to $x^2 = -1$.
Math.1.L2.1.5	Add, subtract, and multiply complex numbers; use conjugates to simplify quotients of complex numbers.
Math.1.L2.1.6	Recognize when exact answers aren't always possible or practical; use appropriate algorithms to approximate solutions to equations (e.g., to approximate square roots).
Math.1.L2.1.7	Understand the mathematical bases for the differences among voting procedures.
Math.1.L2.2.1	Find the n th term in arithmetic, geometric, or other simple sequences.
Math.1.L2.2.2	Compute sums of finite arithmetic and geometric sequences.
Math.1.L2.2.3	Use iterative processes in such examples as computing compound interest or applying approximation procedures.
Math.1.L2.2.4	Compute sums of infinite geometric sequences.
Math.1.L3.1.1	Convert units of measurement within and between systems; explain how arithmetic operations on measurements affect units, and carry units through calculations correctly.
Math.1.L3.1.2	Describe and interpret logarithmic relationships in such contexts as the Richter scale, the pH scale, or decibel measurements (e.g., explain why a small change in the scale can represent a large change in intensity); solve applied problems.
Math.1.L3.2.1	Determine what degree of accuracy is reasonable for measurements in a given situation; express accuracy through use of significant digits, error tolerance, or percent of error; describe how errors in measurements are magnified by computation; recognize accumulated error in applied situations.
Math.1.L3.2.2	Describe and explain round-off error, rounding, and truncating.
Math.1.L3.2.3	Know the meaning of and interpret statistical significance, margin of error, and confidence level.

Math.1.L4.1.1	Distinguish between inductive and deductive reasoning, identifying and providing examples of each.
Math.1.L4.1.2	Differentiate between statistical arguments (statements verified empirically using examples or data) and logical arguments based on the rules of logic.
Math.1.L4.1.3	Define and explain the roles of axioms (postulates), definitions, theorems, counterexamples, and proofs in the logical structure of mathematics; identify and give examples of each.
Math.1.L4.2.1	Know and use the terms of basic logic (e.g., proposition, negation, truth and falsity, implication, if and only if, contrapositive, and converse).
Math.1.L4.2.2	Use the connectives “NOT,” “AND,” “OR,” and “IF...,THEN,” in mathematical and everyday settings. Know the truth table of each connective and how to logically negate statements involving these connectives.
Math.1.L4.2.3	Use the quantifiers “THERE EXISTS” and “ALL” in mathematical and everyday settings and know how to logically negate statements involving them.
Math.1.L4.2.4	Write the converse, inverse, and contrapositive of an “If..., then...” statement; use the fact, in mathematical and everyday settings, that the contrapositive is logically equivalent to the original while the inverse and converse are not.
Math.1.L4.3.1	Know the basic structure for the proof of an “If..., then...” statement (assuming the hypothesis and ending with the conclusion) and know that proving the contrapositive is equivalent.
Math.1.L4.3.2	Construct proofs by contradiction; use counterexamples, when appropriate, to disprove a statement.
Math.1.L4.3.3	Explain the difference between a necessary and a sufficient condition within the statement of a theorem; determine the correct conclusions based on interpreting a theorem in which necessary or sufficient conditions in the theorem or hypothesis are satisfied.
Math.2.A1.1.1	Give a verbal description of an expression that is presented in symbolic form, write an algebraic expression from a verbal description, and evaluate expressions given values of the variables.
Math.2.A1.1.3	Factor algebraic expressions using, for example, greatest common factor, grouping, and the special product identities (e.g., differences of squares and cubes).
Math.2.A1.1.4	Add, subtract, multiply, and simplify polynomials and rational expressions (e.g., multiply $(x - 1)(1 - x^2 + 3)$; simplify $(9x - x^3)/(x + 3)$)
Math.2.A1.1.6	Transform exponential and logarithmic expressions into equivalent forms using the properties of exponents and logarithms including the inverse relationship between exponents and logarithms.
Math.2.A1.1.7	Transform trigonometric expressions into equivalent forms using basic identities such as $\sin^2 + \cos^2 = 1$, $\tan = \sin/\cos$, and $\tan^2 + 1 = \sec^2$
Math.2.A1.2.1	Write equations and inequalities with one or two variables to represent mathematical or applied situations, and solve.
Math.2.A1.2.2	Associate a given equation with a function whose zeros are the solutions of the equation.
Math.2.A1.2.3	Solve (and justify steps in the solutions) linear and quadratic equations and inequalities, including systems of up to three linear equations with three unknowns; apply the quadratic formula appropriately.
Math.2.A1.2.4	Solve absolute value equations and inequalities, (e.g. solve $ x - 3 \leq 6$), and justify steps in the solution.
Math.2.A1.2.5	Solve polynomial equations and equations involving rational expressions (e.g. solve $-2x(x^2 + 4x + 3) = 0$; solve $x - 1/(x + 6) = 3$), and justify steps in the solution.
Math.2.A1.2.6	Solve power equations (e.g., $(x + 1)^3 = 8$) and equations including radical expressions (e.g., $\text{SquareRoot}(3x - 7) = 7$), justify steps in the solution, and explain how extraneous solutions may arise.

Math.2.A1.2.7	Solve exponential and logarithmic equations (e.g., $3(2^x) = 24$), $2 \ln(x + 1) = 4$), and justify steps in the solution.
Math.2.A1.2.8	Solve an equation involving several variables (with numerical or letter coefficients) for a designated variable, and justify steps in the solution.
Math.2.A1.2.9	Know common formulas (e.g., slope, distance between two points, quadratic formula, compound interest, distance = velocity • time), and apply appropriately in contextual situations.
Math.2.A1.2.10	Use special values of the inverse trigonometric functions to solve trigonometric equations over specific intervals (e.g., $2\sin x - 1 = 0$ for $0 \leq x \leq 2\pi$).
Math.2.A2.1.1	Recognize whether a relationship (given in contextual, symbolic, tabular, or graphical form) is a function; and identify its domain and range.
Math.2.A2.1.2	Read, interpret, and use function notation, and evaluate a function at a value in its domain.
Math.2.A2.1.3	Represent functions in symbols, graphs, tables, diagrams, or words, and translate among representations.
Math.2.A2.1.4	Recognize that functions may be defined by different expressions over different intervals of their domains; such functions are piecewise-defined (e.g., absolute value and greatest integer functions).
Math.2.A2.1.5	Recognize that functions may be defined recursively, and compute values of and graph simple recursively defined functions (e.g., $f(0) = 5$, and $f(n) = f(n-1) + 2$).
Math.2.A2.1.6	Identify the zeros of a function and the intervals where the values of a function are positive or negative, and describe the behavior of a function, as x approaches positive or negative infinity, given the symbolic and graphical representations.
Math.2.A2.1.7	Identify and interpret the key features of a function from its graph or its formula(e), (e.g. slope, intercept(s), asymptote(s), maximum and minimum value(s), symmetry, average rate of change over an interval, and periodicity).
Math.2.A2.2.1	Combine functions by addition, subtraction, multiplication, and division.
Math.2.A2.2.2	Apply given transformations (e.g., vertical or horizontal shifts, stretching or shrinking, or reflections about the x - and y -axes) to basic functions, and represent symbolically.
Math.2.A2.3.2	Describe the tabular pattern associated with functions having constant rate of change (linear); or variable rates of change.
Math.2.A2.3.3	Write the general symbolic forms that characterize each family of functions. (e.g., $f(x) = A0a^x$; $f(x) = A\sin Bx$)
Math.2.A2.4.1	Write the symbolic forms of linear functions (standard [i.e., $Ax + By = C$, where $B \neq 0$], point-slope, and slope-intercept) given appropriate information, and convert between forms.
Math.2.A2.4.4	Find an equation of the line parallel or perpendicular to given line, through a given point; understand and use the facts that non-vertical parallel lines have equal slopes, and that non-vertical perpendicular lines have slopes that multiply to give -1.
Math.2.A2.10.1	Use the unit circle to define sine and cosine; approximate values of sine and cosine (e.g., $\sin 3$, or $\cos 0.5$); use sine and cosine to define the remaining trigonometric functions; explain why the trigonometric functions are periodic.
Math.2.A2.10.3	Use the unit circle to determine the exact values of sine and cosine, for integer multiples of $\pi/6$ and $\pi/4$.
Math.2.A2.10.4	Graph the sine and cosine functions; analyze graphs by noting domain, range, period, amplitude, and location of maxima and minima.
Math.2.A2.10.5	Graph transformations of basic trigonometric functions (involving changes in period, amplitude, and midline) and understand the relationship between constants in the formula and the transformed graph.

Math.3.G1.1.1	Solve multi-step problems and construct proofs involving vertical angles, linear pairs of angles supplementary angles, complementary angles, and right angles.
Math.3.G1.1.2	Solve multi-step problems and construct proofs involving corresponding angles, alternate interior angles, alternate exterior angles, and same-side (consecutive) interior angles.
Math.3.G1.1.3	Perform and justify constructions, including midpoint of a line segment and bisector of an angle, using straightedge and compass.
Math.3.G1.1.5	Given a line segment in terms of its endpoints in the coordinate plane, determine its length and midpoint.
Math.3.G1.2.1	Prove that the angle sum of a triangle is 180° and that an exterior angle of a triangle is the sum of the two remote interior angles.
Math.3.G1.2.2	Construct and justify arguments and solve multi-step problems involving angle measure, side length, perimeter, and area of all types of triangles.
Math.3.G1.2.3	Know a proof of the Pythagorean Theorem and use the Pythagorean Theorem and its converse to solve multi-step problems.
Math.3.G1.2.4	Prove and use the relationships among the side lengths and the angles of 30° - 60° - 90° triangles and 45° - 45° - 90° triangles.
Math.3.G1.2.5	Solve multi-step problems and construct proofs about the properties of medians, altitudes, and perpendicular bisectors to the sides of a triangle, and the angle bisectors of a triangle; using a straightedge and compass, construct these lines.
Math.3.G1.3.1	Define the sine, cosine, and tangent of acute angles in a right triangle as ratios of sides; solve problems about angles, side lengths, or areas using trigonometric ratios in right triangles.
Math.3.G1.3.2	Know and use the Law of Sines and the Law of Cosines and use them to solve problems; find the area of a triangle with sides a and b and included angle Theta using the formula $\text{Area} = (1/2) a b \sin \text{Theta}$.
Math.3.G1.3.3	Determine the exact values of sine, cosine, and tangent for 0° , 30° , 45° , 60° , and their integer multiples, and apply in various contexts.
Math.3.G1.4.1	Solve multi-step problems and construct proofs involving angle measure, side length, diagonal length, perimeter, and area of squares, rectangles, parallelograms, kites, and trapezoids.
Math.3.G1.4.2	Solve multi-step problems and construct proofs involving quadrilaterals (e.g., prove that the diagonals of a rhombus are perpendicular) using Euclidean methods or coordinate geometry.
Math.3.G1.4.3	Describe and justify hierarchical relationships among quadrilaterals, (e.g. every rectangle is a parallelogram).
Math.3.G1.4.4	Prove theorems about the interior and exterior angle sums of a quadrilateral.
Math.3.G1.4.5	Understand the definition of a cyclic quadrilateral, and know and use the basic properties of cyclic quadrilaterals.
Math.3.G1.6.1	Solve multi-step problems involving circumference and area of circles.
Math.3.G2.2.1	Identify or sketch a possible 3-dimensional figure, given 2-dimensional views (e.g., nets, multiple views); create a 2-dimensional representation of a 3-dimensional figure.
Math.3.G2.2.2	Identify or sketch cross-sections of 3-dimensional figures; identify or sketch solids formed by revolving 2-dimensional figures around lines.
Math.3.G2.3.4	Use theorems about similar triangles to solve problems with and without use of coordinates.
02.02.07	Explain what the metric system is and how it is important to the construction trade
CES.1.1	Read from a technical manual, and write a clear and logical report explaining the information using standard business English (including correct spelling, grammar and punctuation). Give a verbal report explaining what the manual says.

CES.1.4	Approach practical and workplace problems using a variety of mathematical techniques (e.g. figuring discounts or calculating perimeter and area). Problems include making conversions between the metric system and non-English systems of measurement, mixed units (such as hours and minutes), and can require several steps to finding a solution.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
Math.1.L2.1.3	Explain the exponential relationship between a number and its base 10 logarithm, and use it to relate rules of logarithms to those of exponents in expressions involving numbers.
Math.1.L2.1.4	Know that the complex number i is one of two solutions to $x^2 = -1$.
Math.1.L3.2.3	Know the meaning of and interpret statistical significance, margin of error, and confidence level.
Math.1.L4.2.1	Know and use the terms of basic logic (e.g., proposition, negation, truth and falsity, implication, if and only if, contrapositive, and converse).
02.02.08 Recognize and use metric units of length, weight, volume, and temperature	
CES.1.4	Approach practical and workplace problems using a variety of mathematical techniques (e.g. figuring discounts or calculating perimeter and area). Problems include making conversions between the metric system and non-English systems of measurement, mixed units (such as hours and minutes), and can require several steps to finding a solution.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.

TEC.IV.4	Transfer measurements within appropriate tolerances for the purposes of producing and evaluating technological solutions to problems.
02.02.09 Recognize some of the basic shapes used in the construction industry and apply basic geometry to measure them	
ELA.1.CE.1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE.2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE.2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE.2.3.6	Reflect on personal understanding of reading, listening, and viewing; set personal learning goals; and take responsibility for personal growth.
Math.1.L1.1.1	Know the different properties that hold in different number systems, and recognize that the applicable properties change in the transition from the positive integers, to all integers, to the rational numbers, and to the real numbers.
Math.1.L1.1.6	Explain the importance of the irrational numbers SquareRoot(2) and SquareRoot(3) in basic right triangle trigonometry; the importance of Pi because of its role in circle relationships; and the role of e in applications such as continuously compounded interest.
Math.1.L2.2.4	Compute sums of infinite geometric sequences.
Math.3.G1.1.6	Recognize Euclidean Geometry as an axiom system; know the key axioms and understand the meaning of and distinguish between undefined terms (e.g., point, line, plane), axioms, definitions, and theorems.
02.03 Appropriately use hand tools	
02.03.01 Recognize and identify some of the basic hand tools used in the construction trade	
CES.6.10	Identify and prepare tools, equipment, space, and facilities appropriate for a task.
ELA.2.CE.2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
TEC.IV.5	Use industrial tools, materials, equipment, and processes to design and produce products addressing given technological problems.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
TEC.V.5	Identify and evaluate solutions for solving the ethical problems associated with using tools, equipment, materials, and processes in a technological problem.
TEC.VI.9	Assess the historical development of technology regarding the production of tools, equipment, and products in relationship to current societal and environmental needs.
02.03.02 Use these tools safely	
TEC.IV.5	Use industrial tools, materials, equipment, and processes to design and produce products addressing given technological problems.

TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
02.03.03 Describe the basic procedures for taking care of these tools	
CES.5.6	Demonstrate health and safety practices and drug-free behavior in school and/or workplace settings.
CES.6.10	Identify and prepare tools, equipment, space, and facilities appropriate for a task.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
TEC.IV.5	Use industrial tools, materials, equipment, and processes to design and produce products addressing given technological problems.
02.04 Appropriately use and maintain power tools	
02.04.01 Identify commonly used power tools of the construction trade	
CES.6.10	Identify and prepare tools, equipment, space, and facilities appropriate for a task.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
02.04.02 Use power tools safely	
CES.5.3	Use mistakes as learning opportunities, demonstrate persistence and adaptability to change.
CES.9.7	Demonstrate the use of equipment and machines to solve practical or work-based problems.
CES.9.9	Determine what kind of application is needed for a given task (tool, machine, computer, communication device) and use effectively.
TEC.IV.5	Use industrial tools, materials, equipment, and processes to design and produce products addressing given technological problems.
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
TEC.VI.3	Evaluate the direct and indirect effects and impacts of technological developments on national and international issues.
02.04.03 Explain how to maintain power tools properly	
CES.1.1	Read from a technical manual, and write a clear and logical report explaining the information using standard business English (including correct spelling, grammar and punctuation). Give a verbal report explaining what the manual says.
CES.1.6	Use correct grammar to communicate verbally.
CES.1.7	Listen to a presentation and record important information. Report back identifying central themes and use key points to explain how the message applies to a similar situation.
CES.5.9	Use appropriate personal expression and relate to school and work settings.
CES.9.7	Demonstrate the use of equipment and machines to solve practical or work-based problems.
ELA.1.CE 1.1.2	Know and use a variety of prewriting strategies to generate, focus, and organize ideas (e.g., free writing, clustering/mapping, talking with others, brainstorming, outlining, developing graphic organizers, taking notes, summarizing, paraphrasing).
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE.1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE.1.3.8	Evaluate own and others' effectiveness in group discussions and formal presentations (e.g., considering accuracy, relevance, clarity, and delivery; types of arguments used; and relationships among purpose, audience, and content).
ELA.1.CE.1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE.1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE.1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE.1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.4.CE.4.1.1	Use sentence structures and vocabulary effectively within different modes (oral and written, formal and informal) and for various rhetorical purposes.
ELA.4.CE.4.1.2	Use resources to determine word meanings, pronunciations, and word etymologies (e.g., context, print and electronic dictionaries, thesauruses, glossaries, and others).
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
TEC.VI.3	Evaluate the direct and indirect effects and impacts of technological developments on national and international issues.
02.05 Use plans, specifications, and codes (Module 00105-00)	
02.05.01 Recognize and identify basic blueprint terms, components, and symbols	
CES.6.10	Identify and prepare tools, equipment, space, and facilities appropriate for a task.
ELA.1.CE.1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE.1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE.2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
Math.1.L3.2.1	Determine what degree of accuracy is reasonable for measurements in a given situation; express accuracy through use of significant digits, error tolerance, or percent of error; describe how errors in measurements are magnified by computation; recognize accumulated error in applied situations.
Math.2.A2.1.7	Identify and interpret the key features of a function from its graph or its formula(e), (e.g. slope, intercept(s), asymptote(s), maximum and minimum value(s), symmetry, average rate of change over an interval, and periodicity).
Math.3.G1.1.5	Given a line segment in terms of its endpoints in the coordinate plane, determine its length and midpoint.
Math.3.G1.7.2	Identify and distinguish among geometric representations of parabolas, circles, ellipses, and hyperbolas; describe their symmetries, and explain how they are related to cones.

Math.3.G2.2.1	Identify or sketch a possible 3-dimensional figure, given 2-dimensional views (e.g., nets, multiple views); create a 2-dimensional representation of a 3-dimensional figure.
02.05.02 Relate information on blueprints to actual locations on the print	
CES.3.2	Analyze and synthesize information and data from multiple sources.
CES.7.11	Show sensitivity to others' thoughts and opinions and relate them to the resolution process.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
02.05.03 Recognize different classifications of drawings	
CES.3.1	Gather, interpret, analyze, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.2	Make supported inferences and draw conclusions based on informational print and multimedia features (e.g., prefaces, appendices, marginal notes, illustrations, bibliographies, author's pages, footnotes, diagrams, tables, charts, maps, timelines, graphs, and other visual and special effects) and explain how authors and speakers use them to infer the organization of text and enhance understanding, convey meaning, and inspire or mislead audiences.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
02.05.04 Interpret and use drawing dimensions	
CES.3.1	Gather, interpret, analyze, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
Math.2.A2.1.2	Read, interpret, and use function notation, and evaluate a function at a value in its domain.
Math.2.A2.1.7	Identify and interpret the key features of a function from its graph or its formula(e), (e.g. slope, intercept(s), asymptote(s), maximum and minimum value(s), symmetry, average rate of change over an interval, and periodicity).
02.06 Demonstrate basic rigging (Module 00106-00)	
02.06.01 Identify and describe the use of slings and common rigging hardware	

CES.1.1	Read from a technical manual, and write a clear and logical report explaining the information using standard business English (including correct spelling, grammar and punctuation). Give a verbal report explaining what the manual says.
CES.1.2	Read a case study and identify the details about the situation, define technical terms, jargon, or words with multiple meanings based on context, and summarize the conclusion. Relate the results of the study to a similar situation in a verbal or written report.
CES.1.3	Take a verbal and written position on a topic and use correct grammar to defend it.
CES.1.6	Use correct grammar to communicate verbally.
CES.1.7	Listen to a presentation and record important information. Report back identifying central themes and use key points to explain how the message applies to a similar situation.
CES.3.1	Gather, interpret, analyze, and refine data contained in symbols, pictures, charts, blueprints, and/or graphs.
CES.4.2	Identify typical problems that occur in a workplace situation and use a problem solving model to devise solutions, compare alternatives to past solutions, and predict their success.
CES.5.3	Use mistakes as learning opportunities, demonstrate persistence and adaptability to change.
CES.6.10	Identify and prepare tools, equipment, space, and facilities appropriate for a task.
CES.9.7	Demonstrate the use of equipment and machines to solve practical or work-based problems.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
02.06.02	Describe the basic inspection techniques and rejection criteria used for slings and hardware
CES.6.11	Work within constraints of safety precautions and available resources.
CES.9.4	Describe the technical systems related to a career interest area.
ELA.1.CE 1.1.7	Edit for style, tone, and word choice (specificity, variety, accuracy, appropriateness, conciseness) and for conventions of grammar, usage and mechanics that are appropriate for audience.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
02.06.03	Describe the basic hitch configurations and their proper connections; describe basic load-handling safety practices
CES.6.11	Work within constraints of safety precautions and available resources.
CES.6.13	Organize and communicate with members of a team using varied methods of communication.
CES.9.9	Determine what kind of application is needed for a given task (tool, machine, computer, communication device) and use effectively.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
02.06.04	Demonstrate proper use of American National Standards Institute (ANSI) hand signals
CES.6.13	Organize and communicate with members of a team using varied methods of communication.
CES.9.9	Determine what kind of application is needed for a given task (tool, machine, computer, communication device) and use effectively.

ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.

LEVEL ONE - CARPENTRY

03.01 Demonstrate a knowledge of the Construction Industry (Module 27101-01)

03.01.01 Describe the history of the carpentry trade (K)	
CES.1.1	Read from a technical manual, and write a clear and logical report explaining the information using standard business English (including correct spelling, grammar and punctuation). Give a verbal report explaining what the manual says.
CES.1.6	Use correct grammar to communicate verbally.
CES.2.1	Understand and organize career information and labor market trends from a variety of sources (e.g., MOIS, computer data banks, the internet, interviewing experts and potential employers, mentorships, internships).
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
ELA.2.CE 2.3.4	Critically interpret primary and secondary research-related documents (e.g., historical and government documents, newspapers, critical and technical articles, and subject-specific books).
ELA.2.CE 2.3.7	Participate as an active member of a reading, listening, and viewing community, collaboratively selecting materials to read or events to view and enjoy (e.g., book talks, literature circles, film clubs).
ELA.3.CE 3.1.8	Demonstrate an understanding of historical, political, cultural, and philosophical themes and questions raised by literary and expository works.

TEC.VI.9	Assess the historical development of technology regarding the production of tools, equipment, and products in relationship to current societal and environmental needs.
03.01.02 Identify the stages of progress within the carpentry trade (K)	
CES.6.13	Organize and communicate with members of a team using varied methods of communication.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.3.5	From the outset, identify and assess audience expectations and needs; consider the rhetorical effects of style, form, and content based on that assessment; and adapt communication strategies appropriately and effectively.
ELA.1.CE 1.3.7	Participate collaboratively and productively in groups (e.g., response groups, work teams, discussion groups, and committees)—fulfilling roles and responsibilities, posing relevant questions, giving and following instructions, acknowledging and building on ideas and contributions of others to answer questions or to solve problems, and offering dissent courteously.
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
TEC.V.1	Analyze and interpret the impacts of differing ethical and legal standards in the age of global competitiveness.
03.01.03 Identify the responsibilities of a person working in the construction industry (K)	
SOC.II	Students will use knowledge of spatial patterns on earth to understand processes that shape human environments and to make decisions about society.
SOC.IV	Students will use knowledge of the production, distribution, and consumption of goods and services to make personal and societal decisions about the use of scarce resources.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.4.3	Develop and refine a position, claim, thesis, or hypothesis that will be explored and supported by analyzing different perspectives, resolving inconsistencies, and writing about those differences in a structure appropriate for the audience (e.g., argumentative essay that avoids inconsistencies in logic and develops a single thesis; exploratory essay that explains differences and similarities and raises additional questions).
ELA.1.CE 1.4.7	Recognize the role of research, including student research, as a contribution to collective knowledge, selecting an appropriate method or genre through which research findings will be shared and evaluated, keeping in mind the needs of the prospective audience. (e.g., presentations, online sharing, written products such as a research report, a research brief, a multi-genre report, I-Search, literary analysis, news article).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.01.04 State the personal characteristics of a professional (K)	
CES.5.9	Use appropriate personal expression and relate to school and work settings.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.4.CE 4.2.2	Understand the implications and potential consequences of language use (e.g., appropriate professional speech; sexist, racist, homophobic language).

03.01.05 Explain the importance of safety in the construction industry (K)	
CES.1.1	Read from a technical manual, and write a clear and logical report explaining the information using standard business English (including correct spelling, grammar and punctuation). Give a verbal report explaining what the manual says.
CES.5.9	Use appropriate personal expression and relate to school and work settings.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.5	Revise drafts to more fully and/or precisely convey meaning—drawing on response from others, self-reflection, and reading one’s own work with the eye of a reader; then refine the text— deleting and/or reorganizing ideas, and addressing potential readers’ questions.
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.3.1	Compose written, spoken, and/or multimedia compositions in a range of genres (e.g., personal narrative, biography, poem, fiction, drama, creative nonfiction, summary, literary analysis essay, research report, or work-related text): pieces that serve a variety of purposes (e.g., expressive, informative, creative, and persuasive) and that use a variety of organizational patterns (e.g., autobiography, free verse, dialogue, comparison/contrast, definition, or cause and effect).
ELA.1.CE 1.3.2	Compose written and spoken essays or work-related text that demonstrate logical thinking and the development of ideas for academic, creative, and personal purposes: essays that convey the author’s message by using an engaging introduction (with a clear thesis as appropriate), well-constructed paragraphs, transition sentences, and a powerful conclusion.
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
TEC.IV.6	Investigate, analyze, and assess potential safety hazards, establish guidelines for safe behavior, and adhere to common safety practices while around or participating in the technological solution to a problem.
03.02 Identify and use wood building materials, fasteners, and adhesives (Module 27102-01)	
03.02.01 Explain the terms commonly used in discussing wood and lumber (K)	
CES.1.2	Read a case study and identify the details about the situation, define technical terms, jargon, or words with multiple meanings based on context, and summarize the conclusion. Relate the results of the study to a similar situation in a verbal or written report.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
03.02.02 State the uses of various types of hardwoods and softwoods (K)	
CES.1.2	Read a case study and identify the details about the situation, define technical terms, jargon, or words with multiple meanings based on context, and summarize the conclusion. Relate the results of the study to a similar situation in a verbal or written report.
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
03.02.03 Identify various types of imperfections that are found in lumber (K)	
CES.1.2	Read a case study and identify the details about the situation, define technical terms, jargon, or words with multiple meanings based on context, and summarize the conclusion. Relate the results of the study to a similar situation in a verbal or written report.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.02.04 Explain how lumber is graded (K)	
CES.1.2	Read a case study and identify the details about the situation, define technical terms, jargon, or words with multiple meanings based on context, and summarize the conclusion. Relate the results of the study to a similar situation in a verbal or written report.
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
03.02.05 Interpret grade markings on lumber and plywood (K)	
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
03.02.06 Explain how plywood is manufactured, graded, and used (K)	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
03.02.07 Identify various types of building boards and identify their uses (K)	
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.02.08 Identify the uses of and safety precautions associated with pressure-treated and fire-retardant lumber (K)	
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.02.09 Describe the proper method of caring for lumber and wood building materials at the job site (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
03.02.10 State the uses of various types of engineered lumber	
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
03.02.11 Calculate the quantities of lumber and wood products using industry-standard methods (K)	
03.02.12 List the basic nail and staple types and their uses (K)	

ELA.1.CE.1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
03.02.13 List the basic types of screws and their uses (K)	
ELA.1.CE.1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
03.02.14 Identify the different types of anchors and their uses (K)	
ELA.1.CE.1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.2.CE.2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.02.15 Describe the common types of adhesives used in construction work and explain their uses (K)	
ELA.1.CE.1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE.1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE.2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
03.02.16 Given a selection of wood building materials, identify a particular material and state its use (P)	
03.02.17 Use grade-marking stamps to identify lumber and plywood grades and their uses (P)	
03.02.18 Given a selection of wood building materials, identify various types of naturally-occurring and manufacturing-related lumber defects (P)	
03.02.19 Calculate the equivalent board feet for quantities of lumber (P)	
03.02.20 Identify the type of fastener required for a specified application (P)	
03.02.21 Identify the type of adhesive required for a specific purpose (P)	
ELA.1.CE.1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE.2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.03 Operate hand and power tools (Module 27103-01)	
03.03.01 Identify the hand tools commonly used by carpenters and describe their uses (K)	
ELA.1.CE.1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE.1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE.2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
03.03.02 Use hand tools in a safe and appropriate manner (hammers, hand saws, squares) (K)	
03.03.03 State the general safety rules for operating all power tools, regardless of type (K)	
ELA.1.CE.1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.

ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
03.03.04 State the general rules for properly maintaining all power tools, regardless of type (K)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
03.03.05 Identify the portable power tools commonly used by carpenters and describe their uses (K)	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
03.03.06 Use portable power tools in a safe and appropriate manner (K)	
03.03.07 Identify the stationary power tools commonly used by carpenters and describe their uses (K)	
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.

03.03.08 Use stationary power tools in a safe and appropriate manner (K)	
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
03.03.09 Identify the hand and power tools used by carpenters and state their uses (P)	
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
03.03.10 From the following list of hand tools, select at least five and demonstrate or describe their safe and proper use: screwdrivers, pliers, chisels, levels, squares, planes, clamps, saws (P)	
03.03.11 Demonstrate or describe the safe and proper use of the following portable power tools: circular saw, jig saw, power plane, pneumatic fastener, power-actuated tool (P)	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
03.03.12 From the following list of stationary power tools, select at least five and demonstrate or describe their safe and proper use: table saw, radial arm saw, table band saw, power miter/compound miter saw, frame and trim saw, combination belt-disc sander,	
TEC.VI.1	Evaluate current uses of technology on one's personal career and occupational goals.
03.04 Lay out and install floor systems (Module 27104-01)	
03.04.01 Identify the different types of framing systems (K)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.04.02 Read and understand drawings and specifications to determine floor system requirements (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
03.04.03 Identify floor and sill framing and support members (K)	

ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
03.04.04	Name the methods used to fasten sills to the foundation (K)
03.04.05	Given specific floor load and span data, select the proper girder/beam size from a list of available girder/beams (K)
03.04.06	List and recognize different types of floor joists (K)
03.04.07	Give specific floor load and span data, select the proper joist size from a list of available joists (K)
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
03.04.08	List and recognize different types of bridging (K)
03.04.09	List and recognize different types of flooring materials (K)
03.04.10	Explain the purpose of subflooring and underlayment (K)
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
03.04.11	Match selected fasteners used in floor framing to their correct uses (K)
03.04.12	Estimate the amount of material needed to frame a floor assembly (K)
03.04.13	Demonstrate the ability to: lay out and construct a floor assembly; install bridging; install joists for a cantilever floor; install a subfloor using butt-joint plywood/OSB panels; install a single floor system using tongue-and-groove plywood/OSB panel
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
03.04.14	Identify the different types of framing systems (P)
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
03.04.15	Read and understand drawings and specifications to determine floor system requirements (P)
03.04.16	Identify floor and sill framing and support members (P)
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.04.17	Lay out and construct a floor assembly (P)
03.04.18	Install bridging (P)
03.04.19	Install joists for a cantilever floor (P)
03.04.20	Install or describe how to install a subfloor using butt-joint plywood/OSB panels (P)
03.04.21	Install a single floor system using tongue-and-groove plywood/OSB panels (P)
03.04.22	Estimate the amount of material needed to frame a floor assembly (P)
03.04.23	Given a specific floor plan, load, and span data, select the proper girder/beam and joist size from a list of available girders/beams and joists (P)
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.1.CE 1.5.5 Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).

03.05 Demonstrate wall and ceiling framing (Module 27105-01)

03.05.01 Identify the components of a wall and ceiling layout (K)

ELA.2.CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

ELA.2.CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

03.05.02 Describe the procedure for laying out a wood frame wall, including plates, corner posts, door and window openings, partition Ts, bracing and firestops (K)

ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.2.CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

03.05.03 Describe the correct procedure for assembling and erecting an exterior wall (K)

ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.2.CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

ELA.2.CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

03.05.04 Describe the common materials and methods used for installing sheathing on walls (K)

ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.2.CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

ELA.2.CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

03.05.05 Lay out, assemble, erect, and brace exterior walls for a frame building (K)

03.05.06 Describe wall framing techniques used in masonry construction (K)

ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
03.05.07 Explain the use of metal studs in wall framing (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
03.05.08 Describe the correct procedure for lay out a ceiling (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
03.05.09 Cut and install ceiling joists on a wood frame building (K)	
03.05.10 Estimate the materials required to frame walls and ceilings (K)	
03.05.11 Lay out wall and partition locations on a floor using a blueprint as a guide (P)	
03.05.12 Cut studs, trimmers, cripples, and headers to dimension (P)	
03.05.13 Assemble corners, partition Ts, and headers (P)	
03.05.14 Lay out and install ceiling joists (P)	
03.06 Frame a roof (Module 27106-01)	
03.06.01 Understand the terms associated with roof framing (K)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
03.06.02 Identify the roof framing members used in gable and hip roofs (K)	
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

03.06.03 Identify the methods used to calculate the length of a rafter (K)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
03.06.04 Identify the various types of trusses used in roof framing (K)	
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
03.06.05 Use a rafter framing square, speed square, and calculator in laying out a roof (K)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
03.06.06 Identify various types of sheathing used in roof construction (K)	
03.06.07 Frame a gable roof with vent openings (K)	
03.06.08 Frame a roof opening (K)	
03.06.09 Construct a frame roof, including hips, valleys, commons, jack rafters, and sheathing (K)	
03.06.10 Erect a gable roof using trusses (K)	
03.06.11 Estimate the materials used in framing and sheathing a roof (K)	
03.06.12 Lay out rafter locations on a top plate (P)	
03.06.13 Lay out, cut, and erect rafters for a gable roof (P)	
03.06.14 Frame a gable end with vent openings (P)	
03.06.15 Frame an opening in a roof (P)	
03.06.16 Apply roof sheathing (P)	
03.06.17 Lay out, cut, and erect rafters for an intersecting hip roof with valley (P)	
03.06.18 Erect trusses for a gable roof (P)	
03.07 Install windows and exterior doors (Module 27107-01)	
03.07.01 Identify various types of fixed, sliding, and swinging windows (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.07.02 Identify the parts of a window installation (K)	

ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.07.03 State the requirements for a proper window installation (K)	
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
03.07.04 Install a pre-hung window (K)	
03.07.05 Identify the common types of skylights and roof windows (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.07.06 Describe the procedure for properly installing a skylight (K)	
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
03.07.07 Identify the common types of exterior doors and explain how they are constructed (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.07.08 Identify the parts of a door installation (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.07.09 Identify the types of thresholds used with exterior doors (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
03.07.10 Install a threshold on a concrete floor (K)	
03.07.11 Install a pre-hung exterior door with weather-stripping (K)	

03.07.12 Identify the various types of locksets used on exterior doors and explain how they are installed (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
03.07.13 Explain the correct installation procedure for a rollup garage door (K)	
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
03.07.14 Install a lockset (K)	
03.07.15 Install a pre-hung window (P)	
03.07.16 Install a pre-hung exterior door with weather-stripping (P)	
03.07.17 Install a lockset on an entry door (P)	

LEVEL TWO - CARPENTRY

04.01 Read and interpret plans and elevations (Module 27201-01)

04.01.01 Describe the types of drawings included in a set of plans and list the information found on each type (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
04.01.02 Identify the different types of lines used on construction drawings	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.03 Identify selected architectural symbols commonly used to represent materials on plans (K)	

ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.04 Identify selected electrical, mechanical, and plumbing symbols commonly used on plans (K)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
04.01.05 Identify selected abbreviations commonly used on plans (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
04.01.06 Read and interpret plans, elevations, schedules, sections, and details contained in basic construction drawings (K)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.07 State the purpose of written specifications (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.08 Identify and describe the parts of a specification (K)	
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.09 Demonstrate or describe how to perform a quantify takeoff for materials (K)	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
04.01.10 Identify the different types of lines used on construction drawings and explain the purpose of each type (P)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.11 Interpret selected symbols and abbreviations used on drawings (P)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
ELA.3.CE 3.4.1	Use methods of close and contextualized reading and viewing to examine, interpret, and evaluate print and visual media and other works from popular culture.
04.01.12 Describe the organization and contents of the drawings usually included in a construction drawing set (P)	

ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
04.01.13 Read and interpret site/plot plans (P)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.14 Read and interpret foundation, floor, and other plan view drawings (P)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.15 Read and interpret elevation view drawings (P)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).

ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.16 Read and interpret section and detail drawings (P)	
ELA.1.CE 1.2.1	Write, speak, and use images and graphs to understand and discover complex ideas.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.17 Read and interpret schedules (P)	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.10	Listen to and view speeches, presentations, and multimedia works to identify and respond thoughtfully to key ideas, significant details, logical organization, fact and opinion, and propaganda.
04.01.18 Demonstrate and/or describe how to perform a quantity takeoff for materials (P)	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
04.02 Lay out building lines (Module 27202-01)	
04.02.01 Describe the major responsibilities of the carpenter relative to site layout (K)	

ELA.1.CE.1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE.1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE.1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.2.CE.2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
04.02.02	Convert measurements stated in feet and inches to equivalent measurements stated in decimal feet, and vice versa (K)
04.02.03	Use and properly maintain tools and equipment associated with taping (K)
04.02.04	Use taping and/or chaining equipment and procedures to make distance measurements and perform site layout tasks (K)
04.02.05	Determine approximate distances by pacing (K)
04.02.06	Recognize, use, and properly care for tools and equipment associated with differential leveling (K)
ELA.1.CE.1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
04.02.07	Use a builder's level or transit and differential leveling procedures to determine site and building elevations (K)
04.02.08	Record site layout data and information in field notes using accepted practices (K)
ELA.2.CE.2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
04.02.09	Check and/or establish 90 degree angles using the 3/4/5 rule (K)
04.02.10	Interpret a construction site/plot drawing and relate the man-made and topographic features and other project information to the layout and topography of the actual site (P)
04.02.11	Convert measurements given in feet and inches to equivalent decimal measurement stated in feet, tenths, and hundredths, and vice versa (P)
04.02.12	Properly use taping equipment and procedures to make distance and site layout measurements (P)
ELA.2.CE.2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
04.02.13	Determine approximate distances by pacing (P)
04.02.14	Set up, adjust, and field test a leveling instrument (P)
04.02.15	Use a builder's level, leveling rods, and differential leveling procedures to determine site and building elevations (P)
04.02.16	Record differential leveling data in field notes in accordance with accepted practices (P)
ELA.1.CE.1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE.2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

04.02.17	Use differential leveling and distance measurement procedures to transfer elevations up a structure (P)
04.02.18	Check and/or establish 90 degree angles using the 3/4/5 rule (P)
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
04.03 Perform concrete masonry work (Module 27203-01)	
04.03.01	Identify various types of cement and describe their uses (K)
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
04.03.02	Identify types and sizes of concrete aggregates (K)
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
04.03.03	Identify types of concrete admixtures and describe their uses (K)
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
04.03.04	Identify special types of concrete and describe their uses (K)
04.03.05	Identify concrete curing methods and materials (K)
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
04.03.06	Perform volume estimates for concrete quantity requirements (K)
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
04.03.07	Identify types of concrete reinforcement bars and describe their uses (K)
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
04.03.08	Identify types of reinforcement bar supports and describe their uses (K)
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

04.03.09 Identify types of welded-wire fabric (WWF) reinforcement material and describe their uses (K)

ELA.2.CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

04.03.10 Calculate concrete volume requirement for rectangular, cylindrical, or other geometric structures using formulas, concrete tables, and/or concrete calculators, as applicable (P)

04.03.11 From an assortment of rebars, select several based on their markings (P)

04.03.12 Identify selected reinforcement bar supports and mechanical splices and explain their uses (P)

ELA.2.CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

04.03.13 From their style codes, identify types of wire fabric (P)

ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.2.CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

LEVEL THREE - CARPENTRY

05.01 Apply exterior finishing (Module 27301-01)

05.01.01 Describe the purpose of wall insulation and flashing (K)

ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.1.CE 1.5.4 Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

ELA.2.CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

ELA.2.CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

05.01.02 Identify the types and parts of common cornices (K)

ELA.2.CE 2.1.4 Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.

ELA.2.CE 2.1.6 Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

05.01.03 Demonstrate the installation of selected common cornices (K)

ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
05.01.04 Demonstrate lap and panel siding estimating methods (K)	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
05.01.05 Describe the types and applications of common wood siding: beveled, tongue-and-groove, shiplap, board-and-batten, shake or shingle, plywood, hardboard and particleboard (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
05.01.06 Install selected types of wood siding (K)	
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.01.07 Describe fiber-content siding and its uses (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).

ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.01.08 Demonstrate the installation of fiber-cement siding (K)	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
05.01.09 Describe the types and styles of vinyl and metal siding (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
05.01.10 Install selected types of vinyl or metal siding (K)	
05.01.11 Describe the types and applications of stucco and masonry veneer finishes (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

05.01.12 Describe the types and applications of special exterior finish systems (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
05.01.13 Describe the types and styles of metal or vinyl gutters and downspouts (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
05.01.14 Identify types of cornices, parts of cornices, cornice materials, and tail rafter cuts (P)	
ELA.1.CE 1.1.8	Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.01.15 Install selected cornice or box cornice using the proper safety precautions (P)	
05.01.16 Estimate the amount of lap or panel siding required for a structure (P)	
05.01.17 Install selected wood board siding or beveled wood siding using the proper safety precautions (P)	
05.01.18 Install wood shakes/shingles, particleboard, or plywood siding panels using the proper safety precautions (P)	
05.01.19 Install fiber-cement siding using the proper safety precautions (P)	
05.01.20 Install vinyl/metal siding using the proper safety precautions (P)	
05.01.21 Install vinyl/metal draining systems using the proper safety precautions (P)	

05.02 Demonstrate roof systems applications and construction (Module 27302-02)

05.02.01 Identify the materials and methods used in roofing (K)	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.02.02 Explain the safety requirements for roof jobs (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.02.03 Install fiberglass shingles on gable and hip roofs (K)	
05.02.04 Close up a valley using fiberglass shingles (K)	
05.02.05 Explain how to make various roof projection watertight when using fiberglass shingles (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g. word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.02.06 Complete the proper cuts and install the main and hip ridge caps using fiberglass shingles (K)	
05.02.07 Lay out, cut, and install a cricket or saddle (K)	
05.02.08 Install wood shingles and shakes on roofs (K)	

05.02.09 Describe how to close up a valley using wood shingles and shakes (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
05.02.10 Explain how to make roof projections watertight when using wood shakes and shingles (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.02.11 Complete the cuts and install the main hip ridge caps using wood shakes/shingles (K)	
05.02.12 Demonstrate the techniques for installing other selected types of roofing materials (K)	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
05.02.13 Demonstrate the proper safety precautions for rooftop operations (P)	
ELA.2.CE 2.1.1	Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

05.02.14 Apply fiberglass shingles with a 5" exposure, including at least one rooftop projection (P)

05.03 Install thermal and moisture protection (Module 27303-02)

05.03.01 Describe the requirements for insulation (K)

ELA.1.CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

ELA.1.CE 1.4.1 Identify, explore, and refine topics and questions appropriate for research.

ELA.1.CE 1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.2.CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

05.03.02 Describe the characteristics of various types of insulation material (K)

ELA.1.CE 1.1.8 Proofread to check spelling, layout, and font; and prepare selected pieces for a public audience.

ELA.1.CE 1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.2.CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

05.03.03 Calculate the required amounts of insulation for a structure (K)

05.03.04 Demonstrate the installation of selected insulation materials (K)

ELA.2.CE 2.1.1 Use a variety of pre-reading and previewing strategies (e.g., acknowledge own prior knowledge, make connections, generate questions, make predictions, scan a text for a particular purpose or audience, analyze text structure and features) to make conscious choices about how to approach the reading based on purpose, genre, level of difficulty, text demands and features.

ELA.2.CE 2.1.7 Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.

05.03.05 Describe the requirements for moisture control and ventilation (K)

ELA.1.CE 1.1.3 Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).

ELA.1.CE 1.5.2 Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.

ELA.1.CE 1.5.3 Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).

ELA.2.CE 2.1.9 Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.

05.03.06 Install selected vapor barriers (K)

05.03.07 Describe various methods of waterproofing (K)

ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
05.03.08 Describe air infiltration control requirements (K)	
ELA.1.CE 1.1.3	Select and use language that is appropriate (e.g., formal, informal, literary, or technical) for the purpose, audience, and context of the text, speech, or visual representation (e.g., letter to editor, proposal, poem, or digital story).
ELA.1.CE 1.5.2	Prepare spoken and multimedia presentations that effectively address audiences by careful use of voice, pacing, gestures, eye contact, visual aids, audio and video technology.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.2.CE 2.1.9	Examine the intersections and distinctions between visual (media images, painting, film, and graphic arts) and verbal communication.
05.03.09 Install selected building wraps (K)	
05.03.10 Install blanket insulation in a wall (P)	
05.03.11 Install a vapor barrier on a wall (P)	
05.04 Lay out and construct stairs (Module 27304-02)	
05.04.01 Identify the various types of stairs (K)	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.04.02 Identify the various parts of stairs (K)	
ELA.1.CE 1.4.1	Identify, explore, and refine topics and questions appropriate for research.
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.

05.04.03 Identify materials used in the construction of stairs (K)	
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.04.04 Interpret construction drawings of stairs (K)	
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.04.05 Explain the methods of constructing various types of stairs (K)	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.5.3	Select format and tone based on the desired effect and audience, using effective written and spoken language, sound, and/or visual representations (e.g., focus, transitions, facts, detail and evidence to support judgments, skillful use of rhetorical devices, and a coherent conclusion).
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
05.04.06 Understand the various terms and definitions relating to stairs (K)	
05.04.07 Lay out and cut stringers (K)	
05.04.08 Determine the number and sizes of risers and treads required for a stairway (K)	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
05.04.09 Build a small stair unit with a handrail (K)	
05.04.10 Lay out a skirt board (K)	
05.04.11 For a stairway of given dimensions, determine the total rise, the number and size of the risers and the number and size of the treads (P)	
05.04.12 Interpret construction drawings of stairs (P)	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
05.04.13 Lay out, and cut stringers, risers, and treads (P)	
05.04.14 Construct a staircase according to a specific plan (P)	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
05.04.15 Install a temporary handrail in accordance with code at proper height (P)	
05.05 Install drywall (Module 27306-02)	
05.05.01 Identify the different types of gypsum wallboard (drywall) and their uses (K)	
05.05.02 Select the type and thickness of drywall required for specific installations (K)	

ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.05.03 Select fasteners for drywall installation (K)	
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.05.04 Explain the fastener schedules for different types of drywall installations (K)	
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
05.05.05 Perform single-layer and multi-layer drywall installations using different types of fastening systems, including: nails, drywall screws, adhesives (K)	
05.05.06 Explain how soundproofing is achieved in drywall installations (K)	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.1.CE 1.5.4	Use technology tools (e.g., word processing, presentation and multimedia software) to produce polished written and multimedia work (e.g., literary and expository works, proposals, business presentations, advertisements).
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.3	Determine the meaning of unfamiliar words, specialized vocabulary, figurative language, idiomatic expressions, and technical meanings of terms through context clues, word roots and affixes, and the use of appropriate resource materials such as print and electronic dictionaries.
05.05.07 Estimate material quantities for a drywall installation (K)	
05.05.08 Install gypsum drywall panels on stud walls and ceiling using different types of fastening systems, including: nails, screw, adhesives (P)	
05.05.09 Install gypsum drywall panels on a metal stud wall (P)	
05.05.10 Estimate material quantities for a drywall installation (P)	
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
05.06 Install doors (Module 27308-02)	
05.06.01 Identify various types of door jambs and frames and demonstrate the installation procedures for placing selected door jambs and frames in different types of interior partitions (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.

ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
05.06.02 Identify different types of interior doors (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
05.06.03 Identify different types of interior door hardware and demonstrate the installation procedures for selected types (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
05.06.04 Demonstrate the correct and safe use of the hand tools described in this module (K)	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
05.06.05 Demonstrate the correct and safe use of the power tools described in this module (K)	
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
05.06.06 List and identify specific items included on typical door schedule (K)	
05.06.07 Demonstrate the procedure for placing and hanging a selected door (K)	
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
ELA.2.CE 2.1.7	Demonstrate understanding of written, spoken, or visual information by restating, paraphrasing, summarizing, critiquing, or composing a personal response; distinguish between a summary and a critique.
05.06.08 Install a selected metal door frame using the proper safety precautions (P)	
05.06.09 Install a pre-hung door unit or a door hanging system using the proper safety precautions (P)	
05.06.10 Install a door and hinges using the proper safety precautions (P)	
05.06.11 Install a lockset and door closer using the proper safety precautions (P)	
05.06.12 Install a bifold door using the proper safety precautions (P)	
05.07 Install interior trim (Module 27310-02)	
05.07.01 Identify the different types of standard moldings and describe their uses (K)	
ELA.1.CE 1.4.4	Interpret, synthesize, and evaluate information/findings in various print sources and media (e.g., fact and opinion, comprehensiveness of the evidence, bias, varied perspectives, motives and credibility of the author, date of publication) to draw conclusions and implications.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.07.02 Make square and miter cuts using a miter box or power miter saw (K)	
05.07.03 Make coped joint cuts using a coping saw (K)	
05.07.04 Select and properly use fasteners to install trim (K)	

05.07.05	Install interior trim, including: door trim, window trim, base trim, ceiling trim (K)
05.07.06	Estimate the quantities of different trim materials required for selected rooms (K)
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
05.07.07	Make square and miter cuts to selected moldings using a metal/wooden miter box (P)
05.07.08	Make square and miter cuts to selected moldings using a power miter/compound miter saw (P)
05.07.09	Make a coped joint (P)
05.07.10	Use a pneumatic finish nailer to fasten molding (P)
05.07.11	Install interior trim, including: door trim, window trim, base trim, ceiling trim (P)
05.07.12	Estimate quantities of different trim materials required for selected rooms (P)
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
05.08 Install cabinets (Module 27311-02)	
05.08.01	State the classes and sizes of typical base and wall kitchen cabinets (K)
ELA.1.CE 1.5.5	Respond to and use feedback to strengthen written and multimedia presentations (e.g., clarify and defend ideas, expand on a topic, use logical arguments, modify organization, evaluate effectiveness of images, set goals for future presentations).
ELA.2.CE 2.1.5	Analyze and evaluate the components of multiple organizational patterns (e.g., compare/contrast, cause/effect, problem/solution, fact/opinion, theory/evidence).
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.08.02	Recognize the common types of woods used to make cabinets (K)
ELA.1.CE 1.4.2	Develop a system for gathering, organizing, paraphrasing, and summarizing information; select, evaluate, synthesize, and use multiple primary and secondary (print and electronic) resources.
ELA.2.CE 2.1.6	Recognize the defining characteristics of informational texts, speeches, and multimedia presentations (e.g., documentaries and research presentations) and elements of expository texts (e.g., thesis, supporting ideas, and statistical evidence); critically examine the argumentation and conclusions of multiple informational texts.
05.08.03	Identify cabinet components and hardware and describe their purpose (K)
ELA.2.CE 2.1.4	Identify and evaluate the primary focus, logical argument, structure, and style of a text or speech and the ways in which these elements support or confound meaning or purpose.
05.08.04	Install factory-made cabinets, countertops, and backsplashes (K)
05.08.05	Install plastic laminate on a countertop core (K)
05.08.06	Lay out, install, and assemble various types of factory-built kitchen base and wall cabinets in accordance with a specific cabinet layout scheme (P)
05.08.07	Mark, cut, and apply plastic laminate to a countertop base and backsplash (P)
05.08.08	Install a countertop and backsplash on base cabinets and cut a sink cutout hole (P)