



2022 Information Technology

Program CIP: 11.0101—Computer and Information Sciences, General

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The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land-grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.

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Standards

Standards and alignment crosswalks are referenced in the appendix. Depending on the curriculum, these crosswalks should identify alignment to the standards mentioned below, as well as possible related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which could be integrated into the content of the units. Mississippi's CTE IT is aligned to the following standards:

National Business Education Association—Information Technology Standards

The National Business Education Association (NBEA) is the nation's leading professional organization, which recognizes that business education is essential for every student in today's rapidly changing society. Therefore, the NBEA strives to serve individuals and organizations involved in the instruction, administration, and deliverance of business education, standards, and materials. The NBEA recognizes that all students will take part in the economic system, encounter a diverse business environment, and use technology to manage information in some fashion during their lifetime. Thus, a curriculum focused on enabling students to become responsible citizens, capable of making wise economic decisions, will positively impact their personal and professional lives. *NBEA Business Education Library* (2020).

nbea.org

International Society for Technology in Education Standards (ISTE)

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iste.org

College- and Career-Readiness Standards

College- and career-readiness standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Readiness Standards (MCCRS) to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/oae/college-and-career-readiness-standards

Framework for 21st Century Learning

In defining 21st-century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business, and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions* (2019).

battelleforkids.org/networks/p21/frameworks-resources

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Strengthening Career and Technical Education for the 21st Century Act, 2019 [Perkins V]; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

Curriculum, Assessment, Professional Learning

Program resources can be found at the RCU's website, rcu.msstate.edu.

Learning Management System: An Online Resource

Learning management system information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, call the RCU at 662.325.2510.

Executive Summary

Pathway Description

The IT pathway is designed to provide the foundation, skills, and knowledge for computer networking, applications, and support. Students will develop the skills necessary to prepare for certification exams and will learn how to develop, support, and integrate computing systems. They will acquire network-planning and -management skills and the ability to provide technical support. The program will provide hands-on experience in computer systems support and skill in network setup and maintenance.

College, Career, and Certifications

Program competencies are designed to prepare students for TestOut IT Fundamentals Pro certification and TestOut Network Pro certification by integrating certification skills throughout the curriculum along with the National Business Education Association standards for Information Technology to assist in student preparation for IT careers.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as a 10th grader. Exceptions to this are a district-level decision based on class size, enrollment numbers, student maturity, and method of CTE delivery. A maximum of 15 students is recommended for this program, with only one class with a teacher at a time.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
 2. C or higher in high school-level math (last course taken or the instructor can specify the level of math instruction needed)
 3. Instructor approval and TABE reading score (eighth grade or higher)
- or**
1. TABE reading and math score (eighth grade or higher)
 2. Instructor approval
- or**
1. Instructor approval

Assessment

The latest assessment blueprint for the curriculum can be found at rcu.msstate.edu/curriculum/curriculumdownload.

Applied Academic Credit

The latest academic credit information can be found at mdek12.org/ese/approved-course-for-the-secondary-schools.

Teacher Licensure

The latest teacher licensure information can be found at mdek12.org/oel/apply-for-an-educator-license.

Professional Learning

If you have specific questions about the content of any of the training sessions provided, please contact the RCU at 662.325.2510.

Course Outlines

Option 1—Four 1-Carnegie Unit Courses

This curriculum consists of four 1-credit courses that should be completed in the following sequence:

1. **Information Technology Fundamentals I—Course Code: 992208**
2. **Information Technology Fundamentals II—Course Code: 992209**
3. **Information Technology Networking I—Course Code: 992210**
4. **Information Technology Networking II—Course Code: 992211**

Course Description: Information Technology Fundamentals I

This course covers the explanation of technology and computer hardware and software basics, peripheral devices, mobile technology, and compatibility issues associated with computer hardware.

Course Description: Information Technology Fundamentals II

This course is a continuation of topics from Information Technology Fundamentals I and addresses additional technology topics, including functions, introduction to networking, security risks and prevention, Green IT, and preventative maintenance of computers. Students should be prepared to take the TestOut IT Fundamentals Certification exam at the end of the course. This course should be taken only after students successfully pass Information Technology Fundamentals I.

Course Description: Information Technology Networking I

This course covers the basic concepts of network protocols, services, networking, various network operating systems, networking types, standards, and how data is encoded and transmitted. This course should be taken only after students successfully pass Information Technology Fundamentals I and II.

Course Description: Information Technology Networking II

This course is a continuation of topics from Information Technology Networking I and addresses additional networking topics, including routing and switching hardware, telecommunications, and career options. Students should be prepared to take the TestOut: Network Pro at the end of the course. This course should be taken only after students successfully pass Information Technology Networking I.

Information Technology Fundamentals I—Course Code: 992208

Unit	Unit Name	Hours
1	Introduction to Information Technology	15
2	Hardware	40
3	Software	45
4	Networking	40
Total		140

Information Technology Fundamentals II—Course Code: 992209

Unit	Unit Name	Hours
5	Database	50
6	Programming and Web Development	45
7	Cybersecurity	45
Total		140

Information Technology Networking I—Course Code: 992210

Unit	Unit Name	Hours
8	Networking Fundamentals	40
9	Networking Hardware	50
10	Networking Configuration	50
Total		140

Information Technology Networking II—Course Code: 992211

Unit	Unit Name	Hours
11	Managing Networks	50
12	Network Security	50
13	Career Development	40
Total		140

Option 2—Two 2-Carnegie Unit Courses

This curriculum consists of two 2-credit courses, which should be completed in the following sequence:

1. **Information Technology I—Course Code: 992206**
2. **Information Technology II—Course Code: 992207**

Course Description: Information Technology I

This course covers the explanation of technology and computer hardware basics, compatibility issues, common errors associated with computer hardware, software installation and functions, security risks and prevention, Green IT, and preventative maintenance of computers. Students should be prepared to take the TestOut IT Pro Fundamentals Certification exam at the end of the course.

Course Description: Information Technology II

This course teaches the basic concepts of networking, network operating systems, networking types, standards, and how data is encoded and transmitted. This course is designed to prepare students for the TestOut Network Pro certification exam. This course should be taken only after students successfully pass Information Technology I.

Information Technology I—Course Code: 992206

Unit	Unit Name	Hours
1	Introduction to Information Technology	15
2	Hardware	40
3	Software	45
4	Networking	40
5	Database	50
6	Programming and Web Development	45
7	Cybersecurity	45
Total		280

Information Technology II—Course Code: 992207

Unit	Unit Name	Hours
8	Networking Fundamentals	40
9	Networking Hardware	50
10	Networking Configuration	50
11	Managing Networks	50
12	Network Security	50
13	Career Development	40
Total		280

Career Pathway Outlook

Overview

The IT career pathway will target careers at the professional and technical levels. Students enrolled in these courses should be better prepared to pursue degrees at the community college and four-year college level.

Needs of the Future Workforce

Current and Projected Job Outlook for IT Careers

Description	Current Jobs (2018)	Projected Jobs (2028)	Change (Number)	Change (Percent)	Median Hourly Earning
Computer and Information Research Scientists	350	350	0	0%	\$47.83
Computer Network Support Specialist	1,050	1,170	120	11.4%	\$32.57
Information Security Analyst	370	480	110	29.7%	\$35.75
Computer Systems Analysts	2,200	2,320	120	5.5%	\$32.38
Network and Computer Systems Administrators	1,340	1,360	20	1.5%	\$34.00
Software Developers, Applications	950	1,160	210	22.1%	\$42.32
Software Developers, Systems Software	980	1010	30	3.1%	\$41.32

Source: Mississippi Department of Employment Security; mdes.ms.gov (2021).

Perkins V Requirements and Academic Infusion

The IT curriculum meets Perkins V requirements of introducing students to and preparing them for high-skill, high-wage occupations in IT fields. It also offers students a program of study, including secondary, postsecondary, and institutions of higher learning courses, that will further prepare them for IT careers. Additionally, this curriculum is integrated with academic college- and career-readiness standards. Finally, it focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board website, mccb.edu.

Best Practices

Innovative Instructional Technologies

Classrooms should be equipped with tools that will teach today's digital learners through applicable and modern practices. The IT educator's goal should be to include teaching strategies that incorporate current technology. To make use of the latest online communication tools—wikis, blogs, podcasts, and social media platforms, for example—the classroom teacher is encouraged to use a learning management system that introduces students to education in an online environment and places more of the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways, and numerous factors—students' background, emotional health, and circumstances, for example—create unique learners. By providing various teaching and assessment strategies, students with various learning preferences can have more opportunities to succeed.

CTE Student Organizations

Teachers should investigate opportunities to sponsor a student organization. There are several here in Mississippi that will foster the types of learning expected from the IT curriculum. SkillsUSA, Technology Student Association (TSA), and Future Business Leaders of America (FBLA) are examples of student organizations with many outlets for IT. Student organizations provide participants and members with growth opportunities and competitive events. They also open the doors to the world of IT careers and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, you will see several opportunities in the IT curriculum for group work. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The IT curriculum provides opportunities for students to work together and help each other complete complex tasks. There are many field experiences within the IT curriculum that will allow and encourage collaboration with professionals currently in the IT field.

Work-Based Learning

Work-based learning is an extension of understanding competencies taught in the IT classroom. This curriculum is designed in a way that necessitates active involvement by the students in the community around them and the global environment. These real-world connections and applications link all types of students to knowledge, skills, and professional dispositions. Work-based learning should encompass ongoing and increasingly more complex involvement with local companies and IT professionals. Thus, supervised collaboration and immersion into the industry around the students are keys to students' success, knowledge, and skills development.

Professional Organizations

Association of Career and Technical Education
acteonline.org

International Society for Technology in Education
iste.org

Mississippi Association for Career and Technical Education
mississippiacte.com

Mississippi Educational Computing Association
ms-meca.org

Student Organizations

Future Business Leaders of America
fbla-pbl.org

SkillsUSA
skillsusa.org

Technology Student Association
tsaweb.org

Using This Document

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students are expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level. Teachers are welcome to teach the competencies in other ways than the listed objectives if it allows for mastery of the competencies. Teachers are also allowed to teach the units and competencies in the order that they prefer, as long as they teach necessary material allotted for that specific course or credit they are teaching at the time.

Teacher Resources

Teacher resources for this curriculum may be found in multiple places. Many program areas have teacher resource documents that accompany the curriculum and can be downloaded from the same site as the curriculum. The teacher resource document contains references, lesson ideas, websites, teaching and assessment strategies, scenarios, skills to master, and other resources divided by unit. This document could be updated periodically by RCU staff. Please check the entire document, including the entries for each unit, regularly for new information. If you have something you would like to add or have a question about the document, call or email the RCU's instructional design specialist for your program. The teacher resource document can be downloaded at rcu.msstate.edu/curriculum/curriculumdownload.aspx. All teachers should request to be added to the Canvas Resource Guide for their course. This is where all resources will be housed in the future if they are not already. To be added to the guide, [send a Help Desk ticket to the RCU](#) by emailing helpdesk@rcu.msstate.edu.

Perkins V Quality Indicators and Enrichment Material

Some of the units may include an enrichment section at the end. If the IT program is currently using the Mississippi Career Planning and Assessment System (MS-CPAS) as a measure of accountability, the enrichment section of material will not be tested. If this is the case, it is suggested to use the enrichment material when needed or desired by the teacher and if time allows in the class. This material will greatly enhance the learning experiences for students. If, however, the IT program is using a national certification, work-based learning, or other measure of accountability that aligns with Perkins V as a quality indicator, this material could very well be tested on that quality indicator. It is the responsibility of the teacher to ensure all competencies for the selected quality indicator are covered throughout the year.

Unit 1: Introduction to Information Technology

Competencies and Suggested Objectives

1. Research educational, occupational, and leadership opportunities in IT. ^{DOK2}
 - a. Review student rules and regulations for the local school.
 - b. Compare and contrast local program policies, procedures, and expectations to industry policies, procedures, and expectations.
 - c. Identify and describe leadership opportunities available from CTE student organizations in the school and community.
 - d. Preview the school's technology acceptable-use policy.
2. Identify, discuss, and apply safety procedures in the computer classroom and lab. ^{DOK2}
 1. Discuss the proper classroom and personal safety procedures, including fire extinguishers, electrical, ladders, clothing, jewelry, eye protection, and so forth.
 2. Care for and correctly use computer hardware.
 3. Identify potential hazards when working with technology equipment.
 4. Explore the environmental impact related to technology.
3. Publish and communicate with peers, experts, and other audiences using technology. ^{DOK2}
 - a. Research safety issues related to telecommunications and internet academic standards, if applicable.
 - b. Develop personal safety guidelines that will be used when using telecommunications and the internet.
 - c. Describe the legal implications related to the computer industry, including software copyright issues, software licensing, and internet ethics and policies.
 - d. Use browsers, search engines, and email.
 - e. Communicate via electronic media.
 - f. Research, create, and present a presentation/project on emerging technologies, practices, trends, and issues associated with IT.

Unit 2: Hardware

Competencies and Suggested Objectives
1. Explore motherboard components. ^{DOK2} <ol style="list-style-type: none">Identify internal components and the purpose of the following:<ul style="list-style-type: none">ProcessorPowerStorageExpansion slotsCoolingMemoryInstall and upgrade components.Troubleshoot common motherboard issues.
2. Examine the basic wired and wireless peripherals, such as input, output, and combination devices and the purpose of each. ^{DOK2} <ol style="list-style-type: none">Properly connect wired and wireless peripherals.Differentiate between the types of cables and connectors.Troubleshoot peripherals.
3. Manipulate storage on computer systems. ^{DOK2} <ol style="list-style-type: none">Classify types of storage.Install storage media.Create volumes and format drives.Perform disk maintenance.Troubleshoot storage.
4. Design and troubleshoot a basic workstation. ^{DOK2}

Unit 3: Software

Competencies and Suggested Objectives
<p>1. Compare and contrast the functions and features of commonly used computer operating systems (OSs). ^{DOK2}</p> <ul style="list-style-type: none">a. Identify the uses and features of common desktop operating systems, such as macOS, Windows, and Linux.b. Install operating systems running in a virtual environment.c. Identify the uses and features of common mobile operating systems.d. Identify the basic features of an operating system.e. Demonstrate the uses of an operating system.f. Explain and utilize other system software such as: BIOS, CMOS, and firmware.g. Utilize device manager.
<p>2. Identify common software applications and the purpose of each. ^{DOK1}</p> <ul style="list-style-type: none">a. Demonstrate the proper uses of productivity software, such as Microsoft Office applications, email, and desktop publishing.b. Explain collaboration software, such as online workspaces, cloud storage, screen sharing, videoconferencing software, instant messaging (IM) clients, VoIP, and email.c. Manipulate utility software, such as antivirus, diagnostic software, device drivers, and file compression utilities.d. Examine specialized software, such as computer-aided design (CAD), graphic design, gaming, multimedia, virtualization, and industrial software.e. Identify various software platforms, such as mobile, desktop, and web based.f. Identify common file types, including document, audio, image, video, executables, and compression formats.
<p>3. Demonstrate software management best practices. ^{DOK2}</p> <ul style="list-style-type: none">a. Install/uninstall OS features, applications, and drivers.b. Install updates and patches for OS, drivers, applications, and security software.c. Identify the proper versions of software that are compatible with various platforms.d. Define various licensing procedures, such as product keys, site licenses, multiuser licenses, and freeware.e. Perform backup operations.f. Configure local and network printing.
<p>4. Demonstrate file management best practices. ^{DOK2}</p> <ul style="list-style-type: none">a. Manage files and folders in the Windows files system.b. Manage file and New Technology File System (NTFS) permissions.c. Use command line utilities.d. Create a virtual machine.
<p>5. Troubleshoot various software issues. ^{DOK3}</p>

Unit 4: Networking

Competencies and Suggested Objectives	
1. Develop skills to design, deploy, and administer networks. ^{DOK2}	<ol style="list-style-type: none">a. Identify basic network connectivity concepts.b. Differentiate between network architecture and topologies.c. Identify network hardware infrastructure components.
2. Design and develop network infrastructure. ^{DOK2}	<ol style="list-style-type: none">a. Compare and contrast network cabling solutions.b. Set up a basic wired network.c. Compare and contrast components of a wireless network.d. Set up a basic wireless network.e. Manage mobile and Bluetooth devices.
3. Describe internet technologies. ^{DOK1}	<ol style="list-style-type: none">1. Configure browsers for optimal use.2. Enable and use a proxy server.3. Describe the Internet of Things and evaluate common IoT devices.4. Describe various internet communications technologies.5. Define and describe the uses of cloud computing.
4. Troubleshoot various networking issues. ^{DOK2}	

Unit 5: Database

Competencies and Suggested Objectives
1. Discuss database concepts. ^{DOK1} <ol style="list-style-type: none">Describe the advantages of using a database rather than a flat file to store information.Explain database design and purpose.Describe data access and manipulation.
2. Explore objects of a relational database. ^{DOK2} <ol style="list-style-type: none">Identify differences between relational and nonrelational databases.Create database tables with different types of relationships.Create reports to analyze data.
3. Perform basic query's using Structured Query Language (SQL). ^{DOK2} <ol style="list-style-type: none">Construct SQL commands to retrieve all data from a table.Construct SQL commands to retrieve data matching criteria.Construct SQL commands to add and delete records.
4. Troubleshoot various database issues. ^{DOK3}

Unit 6: Programming and Web Development

Competencies and Suggested Objectives

1. Discuss the various web design languages, such as JavaScript, HTML, and CSS. ^{DOK1}
2. Analyze and use various logic and programming techniques along with fundamental data types. ^{DOK2}
 - a. Analyze and use the following:
 - Pseudocode
 - Flow charts
 - Looping and branching
 - Function
 - Variables and constants
 - Stringers, integers, and floats
3. Develop a basic web page using HTML, CSS, and JavaScript. ^{DOK3}
4. Troubleshoot various programming and web development issues. ^{DOK3}

Enrichment

1. Use and explore other languages, such as Python, C++, and more.

Unit 7: Cybersecurity

Competencies and Suggested Objectives
1. Analyze basic security threats. ^{DOK2}
2. Discuss security best practices. ^{DOK2} <ul style="list-style-type: none">a. Password managementb. Device hardeningc. Wi-Fi securityd. Antivirus/antimalware softwaree. Data encryption
3. Describe common threats to data confidentiality, integrity, and availability. ^{DOK1}
4. Configure corporate data security. ^{DOK3} <ul style="list-style-type: none">a. Differentiate between the different types of authentications including multifactor and single sign-on.b. Plan, develop, and implement authorization through permissions, access control lists (ACLs), and principle of least privilege.c. Install and configure an uninterruptable power supply (UPS).d. Examine various backup strategies.
5. Configure device security. ^{DOK3} <ul style="list-style-type: none">a. Configure firewalls for optimal device protection.b. Secure devices on home wireless network.c. Configure a remote wipe on a device.
6. Troubleshoot various cybersecurity issues. ^{DOK3}

Unit 8: Networking Fundamentals

Competencies and Suggested Objectives	
1. Identify different network classifications. ^{DOK1}	<ol style="list-style-type: none">Differentiate between peer-to-peer and client servers.Differentiate between geographical networks, such as local area network (LAN), wide area network (WAN,) and so forth.Discuss the differences in intranet, internet, and extranet.
2. Describe the common physical and logical topologies. ^{DOK1}	
3. Examine devices, services, and protocols within each layer of the Open Systems Interconnection (OSI) model. ^{DOK2}	
4. Explain protocols and ports within the Transmission Control Protocol/Internet Protocol (TCP/IP) suite. ^{DOK2}	
5. Examine the various numbering systems used in networking. ^{DOK2}	<ol style="list-style-type: none">Convert decimal to binary.Convert decimal to hexadecimal.

Unit 9: Networking Hardware

Competencies and Suggested Objectives	
1. Recognize network media types. ^{DOK2}	<ol style="list-style-type: none">a. Investigate the characteristics of twisted pair cabling in networks.b. Investigate the characteristics of coaxial cabling in networks.c. Investigate the characteristics of fiber-optic cabling in networks.d. Implement and troubleshoot different wiring schemes.
2. Examine network hardware, including layers 1, 2, and 3 devices. ^{DOK2}	<ol style="list-style-type: none">a. Identify and define hubs, bridges, and switches as layers 1 and 2 network hardware devices.b. Identify and define routers, firewalls, and layer 3 switches as layer 3 network hardware devices.c. Implement wired and wireless devices.d. Troubleshoot physical connectivity.

Unit 10: Networking Configuration

Competencies and Suggested Objectives	
1. Recognize the internet protocol (IP) addressing scheme. ^{DOK2}	<ul style="list-style-type: none">a. Define common IP concepts, including IPv4, IPv6, APIPA, and subnetting.b. Differentiate between classful and classless IP addresses.c. Configure IPv4 addressesd. Configure IPv6 addresses.e. Troubleshoot IP addresses.
2. Configure routers and switches. ^{DOK2}	<ul style="list-style-type: none">a. Configure ports and virtual local area networks (VLANs).b. Implement Spanning Tree.c. Implement Quality of Service (QoS).d. Troubleshoot routers and switches.
3. Configure wireless and Voice over Internet Protocol (VoIP.) ^{DOK2}	<ul style="list-style-type: none">a. Connect smart and mobile devices.b. Configure trunking.c. Troubleshoot wireless and VoIP.

Unit 11: Managing Networks

Competencies and Suggested Objectives	
1. Explore dynamic host configuration protocol (DHCP) services. ^{DOK2}	<ol style="list-style-type: none">a. Define common DHCP concepts, including discover; offer; request; acknowledge (DORA), scope, relay agent, reservations, and exclusions.b. Implement a DHCP server.c. Configure DHCP options, snooping, and relay agent.d. Troubleshoot DHCP services.
2. Explore domain name system (DNS) services. ^{DOK2}	<ol style="list-style-type: none">a. Define common DNS concepts including fully qualified domain name (FQDN), DNS zones, different types of records, and DNS lookup.b. Configure DNS addresses.c. Create standard DNS zones.d. Troubleshoot name resolutions.
3. Explore network segmentation. ^{DOK2}	<ol style="list-style-type: none">a. Scan for Internet of Things (IoT) devices.b. Scan networks for vulnerabilities, exploits, attacks, and threats.c. Create and configure VLANsd. Troubleshoot VLANs.
4. Explore various types of backup systems and restore tasks. ^{DOK2}	<ol style="list-style-type: none">a. Backup and restore file history.b. Backup and restore network configuration.c. Verify and troubleshoot backup systems.

Unit 12: Network Security

Competencies and Suggested Objectives
1. Implement firewalls and security appliances. ^{DOK2} <ol style="list-style-type: none">Configure a host and perimeter firewall.Configure a demilitarized zone (DMZ).Configure a network security appliance, such as an antivirus-scanning device, content-filtering device, and so forth.Troubleshoot firewalls and security appliances.
2. Implement security on switches and wireless networks. ^{DOK2} <ol style="list-style-type: none">Configure the wireless network for optimal security.Configure switches for optimal security including disabling ports.Troubleshoot security on switches and wireless networks.
3. Apply security standards to passwords and network services. ^{DOK2} <ol style="list-style-type: none">Disable traffic permissions.Implement strong password policies, such as multifactor authentications.Explore Linux account services.Troubleshoot security standards to passwords and network services.
4. Create remote connections and virtual private networks (VPNs). ^{DOK2} <ol style="list-style-type: none">Configure remote access VPNs.Configure mobile devices' VPN connections.Troubleshoot remote connections and VPNs.
5. Analyze network exploits. ^{DOK2} <ol style="list-style-type: none">Implement an intrusion prevention system (IPS).Mitigate cybersecurity attacks.Implement a physical cybersecurity strategies.Troubleshoot network exploits.

Unit 13: Career Development

Competencies and Suggested Objectives	
1. Investigate and demonstrate career development skills. ^{DOK1}	<ol style="list-style-type: none">a. Investigate career opportunities and emerging technologies in IT.b. Locate resources for a job opening in an IT career field.c. Prepare, in an acceptable format, a cover letter, a résumé, and a follow-up letter using word-processing software.d. Complete a job application.e. Demonstrate appropriate job interview skills in a real or mock interview.
2. Use appropriate communication skills and professional behavior when communicating with clients and coworkers. ^{DOK1}	<ol style="list-style-type: none">a. Practice appropriate communication skills, including speaking clearly and concisely, using tact and discretion, avoiding jargon, asking pertinent questions, and exercising listening skills.b. Practice appropriate professional behavior, including maintaining a positive attitude and tone of voice, avoiding arguments or defensiveness, and respecting clients' privacy and property.c. Discuss the impact of social media profiles.
3. Research opportunities related to IT and participate in field experiences or simulations. ^{DOK3}	<ol style="list-style-type: none">a. Investigate educational opportunities related to IT.b. Describe national standards and certification/licensing procedures related to IT.c. Describe the role of trade organizations, associations, and unions related to IT.d. Participate in a school-to-careers activity (e.g., shadowing, mentoring, simulations, career fair, etc.).e. Visit an industry/computer center and, analyze hardware and software usage and needs, educational training for personnel, tasks performed by personnel, and the future outlook for those jobs.
4. Research and identify the benefits of industry certifications for various information technology careers. ^{DOK2}	<ol style="list-style-type: none">a. Compare and contrast entry-level and career-level certifications.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Introduction to Information Technology	
	1. Research educational, occupational, and leadership opportunities in IT.
	2. Identify, discuss, and apply safety procedures in the computer classroom and lab.
	3. Publish and communicate with peers, experts, and other audiences using technology.
Unit 2: Hardware	
	1. Explore motherboard components.
	2. Examine the basic wired and wireless peripherals, such as input, output, and combination devices and the purpose of each.
	3. Manipulate storage on computer systems.
	4. Design and troubleshoot a basic workstation.
Unit 3: Software	
	1. Compare and contrast the functions and features of commonly used computer operating systems (OSs).
	2. Identify common software applications and the purpose of each.
	3. Demonstrate software management best practices.
	4. Demonstrate file management best practices.
	5. Troubleshoot various software issues.
Unit 4: Networking	
	1. Develop skills to design, deploy, and administer networks.
	2. Design and develop network infrastructure.
	3. Describe internet technologies.
	4. Troubleshoot various networking issues.

Unit 5: Database		
	1.	Discuss database concepts.
	2.	Explore objects of a relational database.
	3.	Perform basic query's using Structured Query Language (SQL).
	4.	Troubleshoot various database issues.
Unit 6: Programming and Web Development		
	1.	Discuss the various web design languages such as JavaScript, HTML, and CSS.
	2.	Analyze and use various logic and programming techniques along with fundamental data types.
	3.	Develop a basic web page using HTML, CSS, and JavaScript.
	4.	Troubleshoot various programming and web development issues.
Unit 7: Cybersecurity		
	1.	Analyze basic security threats.
	2.	Discuss security best practices.
	3.	Describe common threats to data confidentiality, integrity, and availability.
	4.	Configure corporate data security.
	5.	Configure device security.
	6.	Troubleshoot various cybersecurity issues.
Unit 8: Networking Fundamentals		
	1.	Identify different network classifications.
	2.	Describe the common physical and logical topologies.
	3.	Examine devices, services, and protocols within each layer of the Open Systems Interconnection (OSI) model.
	4.	Explain protocols and ports within the Transmission Control Protocol/Internet Protocol (TCP/IP) suite.
	5.	Examine the various numbering systems used in networking.
Unit 9: Networking Hardware		
	1.	Recognize network media types.
	2.	Examine network hardware, including layers 1, 2, and 3 devices.
Unit 10: Networking Configuration		
	1.	Recognize the internet protocol (IP) addressing scheme.
	2.	Configure routers and switches.
	3.	Configure wireless and Voice over Internet Protocol (VoIP).

Unit 11: Managing Networks	
1.	Explore dynamic host configuration protocol (DHCP) services.
2.	Explore domain name system (DNS) services.
3.	Explore network segmentation.
4.	Explore various types of backup systems and restore tasks.
Unit 12: Network Security	
1.	Implement firewalls and security appliances.
2.	Implement security on switches and wireless networks.
3.	Apply security standards to passwords and network services.
4.	Create remote connections and virtual private networks (VPNs).
5.	Analyze network exploits.
Unit 13: Career Development	
1.	Investigate and demonstrate career development skills.
2.	Use appropriate communication skills and professional behavior when communicating with clients and coworkers.
3.	Research opportunities related to IT and participate in field experiences or simulations.
4.	Research and identify the benefits of industry certifications for various information technology careers.

Appendix A: Industry Standards

National Business Education Association: Information Technology Standards

	Units	1	2	3	4	5	6	7	8	9	10	11	12	13
Standards														
II		X												X
III		X												X
IV			X											
V				X										
VI				X										
VII				X										
X						X								
XII							X							
XIII					X				X	X	X	X		
XV								X					X	
XVI		X												X
XVIII														X

II – Information Literacy

Achievement Standard: Gather, evaluate, synthesize, use, cite, and disseminate information from technology sources.

III – Digital Citizenship

Achievement Standard: Demonstrate respectful, responsible, inclusive, and ethical behavior in a digital world.

IV – Devices and Components

Achievement Standard: Describe current and emerging devices and components; configure, install, and upgrade equipment; diagnose problems; and repair hardware.

V – Operating Systems

Achievement Standard: Identify, evaluate, select, install, use, upgrade, and customize operating systems. Diagnose and solve problem with various types of operating system utilities.

VI – Input Technologies

Achievement Standard: Use various input technologies to enter and manipulate information appropriately.

VII – Applications

Achievement Standard: Identify, evaluate, select, install, use, upgrade, troubleshoot, and customize applications.

X – Database Management Systems

Achievement Standard: Use, plan, develop, and maintain database management systems.

XII – Programming and Application Development

Achievement Standard: Design, develop, test, and implement programs and applications.

XIII – Data and Networking Infrastructures

Achievement Standard: Develop the skills to design, deploy, and administer networks and telecommunications systems.

XV – Security and Risk Management

Achievement Standard: Design and implement security and risk management policies and procedures for information technology.

XVI – End-User Support and Training

Achievement Standard: Develop the technical and interpersonal skills and knowledge to train and support a diverse user community.

XVIII – Information Technology Careers

Achievement Standard: Explore career opportunities in information technology.

**TestOut IT Fundamentals Pro
Content Standards**

	Units	1	2	3	4	5	6	7	8	9	10	11	12	13
Standards														
TITF1			X											
TITF2				X										
TITF3				X										
TITF4					X									
TITF5						X								
TITF6							X							
TITF7								X						

TITF1 – Hardware

TITF2 – Software

TITF3 – Operating Systems

TITF4 – Networking

TITF5 – Databases

TITF6 – Programming

TITF7 – Security

**TestOut IT Networking Pro
Content Standards**

	Units	1	2	3	4	5	6	7	8	9	10	11	12	13
Standards														
TNP1									X	X				
TNP2											X			
TNP3												X		
TNP4													X	
TNP5			X	X	X	X	X	X	X	X	X	X	X	

TNP1 – Hardware

TNP2 – Configuration

TNP3 – Management

TNP4 – Security

TNP5 – Troubleshooting



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~~2020 Information Technology~~

~~Program CIP: 11.0101—Computer and Information Sciences, General~~

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Jackson, MS 39205	Mississippi State, MS 39762

~~The Research and Curriculum Unit (RCU), located in Starkville, as part of Mississippi State University (MSU), was established to foster educational enhancements and innovations. In keeping with the land grant mission of MSU, the RCU is dedicated to improving the quality of life for Mississippians. The RCU enhances intellectual and professional development of Mississippi students and educators while applying knowledge and educational research to the lives of the people of the state. The RCU works within the contexts of curriculum development and revision, research, assessment, professional development, and industrial training.~~

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Standards

Standards and alignment crosswalks are referenced in the appendices. Mississippi's CTE IT curriculum is aligned to the following standards:

Skill Standards for Information Technology

The *Skill Standards for Information Technology* was developed by a team of IT professionals from many companies across the nation and internationally. Funding for development of the standards was provided by the National Science Foundation (NSF). In addition to industry-specific technical skills, knowledge, and abilities, the standards include foundational skills required of all workers as well as technical skills common to all jobs within a career cluster across all industries. Reprinted with permission from the National Workforce Center for Emerging Technologies. Copyright © 2003. All rights reserved. Skill standards were also developed from the CompTIA IT Fundamentals certification objectives.

College and Career-Ready Standards

College and career-ready standards emphasize critical thinking, teamwork, and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted the *Mississippi College and Career-Ready Standards (MCCRS)* to provide a consistent, clear understanding of what students are expected to learn and so teachers and parents know what they need to do to help them.

mdek12.org/OAE/college-and-career-readiness-standards

International Society for Technology in Education (ISTE) Standards

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iste.org

Framework for 21st Century Learning

In defining 21st Century learning, the Partnership for 21st Century Skills has embraced key themes and skill areas that represent the essential knowledge for the 21st century: global awareness; financial, economic, business and entrepreneurial literacy; civic literacy; health literacy; environmental literacy; learning and innovation skills; information, media, and technology skills; and life and career skills. *21 Framework Definitions*. Published 2015.

p21.org/storage/documents/docs/P21_Framework_Definitions_New_Logo_2015.pdf

Preface

Secondary CTE programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing applied learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments. This document provides information, tools, and solutions that will aid students, teachers, and schools in creating and implementing applied, interactive, and innovative lessons. Through best practices, alignment with national standards and certifications, community partnerships, and a hands-on, student-centered concept, educators will be able to truly engage students in meaningful and collaborative learning opportunities.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and Every Student Succeeds Act, 2015).

Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers:

~~Curriculum, Assessment, Professional Learning~~

~~Program resources can be found at the RCU's website, reu.msstate.edu.~~

~~Learning Management System: An Online Resource~~

~~Learning management system information can be found at the RCU's website, under Professional Learning.~~

~~Should you need additional instructions, call 662.325.2510.~~

Executive Summary

Pathway Description

The IT program is designed to provide the basic foundation, skills, and knowledge for computer networking, applications, and support. Students will develop the skills necessary to prepare for certification exams and will learn how to develop, support, and integrate computing systems. They will acquire network planning and management skills and the ability to provide technical support. The program will provide hands-on experience in computer systems support and skill in network setup and maintenance.

Industry standards referenced are from the *Skill Standards for Information Technology* published by the National Workforce Center for Emerging Technologies. Program competencies are designed to prepare students for CompTIA IT Fundamentals certification and Microsoft® Technology Associate: Networking Fundamentals certification. Additional research data used in the development of this publication were collected from a review of related literature and from surveys of local experts in business, industry, and education.

College, Career, and Certifications

Program competencies are designed to prepare students for CompTIA IT Fundamentals certification and Microsoft® Technology Associate: Networking Fundamentals certification by integrating certification skills throughout the curriculum. *Skill Standards for Information Technology* is also referenced to assist in student preparation for IT careers.

Grade Level and Class Size Recommendations

It is recommended that students enter this program as a 10th grader. Exceptions to this are a district-level decision based on class size, enrollment numbers, and the maturity of the student. The classroom and lab is designed to accommodate a maximum of 20 students.

Student Prerequisites

For students to experience success in the program, the following student prerequisites are suggested:

1. C or higher in pre-algebra
or
2. TABE math computation and TABE math applied score (eighth grade or higher)
or
3. Instructor approval and TABE reading score (eighth grade or higher)

Assessment

The latest assessment blueprint for the curriculum can be found at reu.msstate.edu/Curriculum/CurriculumDownload.

Applied Academic Credit

The latest academic credit information can be found at www.mdek12.org/ESE/Approved-Course-for-the-Secondary-Schools.

Teacher Licensure

The latest CTE teacher licensure information can be found at mdek12.org/OTL/OEL/career&technical

Professional Learning

If you have specific questions about the content of any of training sessions provided, please contact the RCU at 662.325.2510.

Course Outlines

Option 1—Four 1-Carnegie Unit Courses

This curriculum consists of four 1-credit courses, which should be completed in the following sequence:

- ~~1. Information Technology Fundamentals I—Course Code: 992208~~
- ~~2. Information Technology Fundamentals II—Course Code: 992209~~
- ~~3. Information Technology Networking I—Course Code: 992210~~
- ~~4. Information Technology Networking II—Course Code: 992211~~

~~Course Description: Information Technology Fundamentals I~~

~~This course covers the explanation of technology and computer hardware and software basics, peripheral devices, mobile technology, and compatibility issues associated with computer hardware.~~

~~Course Description: Information Technology Fundamentals II~~

~~This course is a continuation of topics from Information Technology Fundamentals I and addresses additional technology topics, including functions, introduction to networking, security risks and prevention, Green IT, and preventative maintenance of computers. Students should be prepared to take the CompTIA IT Fundamentals Certification exam at the end of the course. This course should be taken only after students successfully pass Information Technology Fundamentals I.~~

~~Course Description: Information Technology Networking I~~

~~This course covers the basic concepts of network protocols, services, networking, various network operating systems, networking types, standards, and how data is encoded and transmitted.~~

~~Course Description: Information Technology Networking II~~

~~This course is a continuation of topics from Information Technology Networking I and addresses additional networking topics, including routing and switching hardware, telecommunications, and career options. Students should be prepared to take the Microsoft® Technology Associate: Networking Fundamentals Certification exam at the end of the course. This course should be taken only after students successfully pass Information Technology Networking I.~~

~~Information Technology Fundamentals I—Course Code: 992208~~

Unit	Unit Name	Hours
1	Introduction to Information Technology	15
2	Software	50
3	Hardware	45
Total		110

Information Technology Fundamentals II—Course Code: 992209

Unit	Unit Name	Hours
4	Security	30
5	Small Office and Home Office (SOHO) Networking	30
6	Coding and Database	45
Total		105

Information Technology Networking I—Course Code: 992210

Unit	Unit Name	Hours
7	Network Infrastructures	60
8	Network Protocols and Services	70
Total		130

Information Technology Networking II—Course Code: 992211

Unit	Unit Name	Hours
9	Network Hardware	70
10	Career Development	30
Total		100

Option 2—Two 2-Carnegie Unit Courses

This curriculum consists of two 2-credit courses, which should be completed in the following sequence:

1. ~~Information Technology Associate I—Course Code: 992206~~
2. ~~Information Technology Associate II—Course Code: 992207~~

~~Course Description: Information Technology Associate I~~

~~This course covers the explanation of technology and computer hardware basics, compatibility issues, common errors associated with computer hardware, software installation and functions, security risks and prevention, Green IT, and preventative maintenance of computers. Students should be prepared to take the CompTIA IT Fundamentals Certification exam at the end of the course.~~

~~Course Description: Information Technology Associate II~~

~~This course teaches the basic concepts of networking, network operating systems, networking types, standards, and how data is encoded and transmitted. This course is designed to prepare students for the Microsoft® Technology Associate: Networking Fundamentals Certification exam. This course should be taken only after students successfully pass Information Technology Associate I.~~

~~Information Technology Associate I—Course Code: 992206~~

Unit	Unit Name	Hours
1	Introduction to Information Technology	15
2	Software	50
3	Hardware	45
4	Security	30
5	Small Office and Home Office (SOHO) Networking	30
6	Coding and Database	45
Total		215

~~Information Technology Associate II—Course Code: 992207~~

Unit	Unit Name	Hours
7	Network Infrastructures	60
8	Network Protocols and Services	70
9	Network Hardware	70
10	Career Development	30
Total		230

Research Synopsis

Introduction

The IT career pathway will target careers at the professional and technical levels in IT. Students enrolled in these courses should be better prepared to pursue degrees at the community college and four-year college level.

Needs of the Future Workforce

Current and Projected Job Outlook for IT Careers

Description	Current Jobs (2018)	Projected Jobs (2024)	Change (Number)	Change (Percent)	Median Hourly Earning
Computer and Information Research Scientists	220	200	-20	-9.1	\$46.13
Computer and Information Systems Managers	1,010	1,120	110	10.9	\$47.24
Computer Programmers	680	620	-60	-8.8	\$35.51
Computer Systems Analysts	1,520	1,750	230	15.1	\$31.75
Network and Computer Systems Administrators	1,220	1,280	60	4.9	\$34.92
Software Developers, Applications	880	1,010	130	14.8	\$45.42
Software Developers, Systems Software	840	890	50	6.0	\$41.32

Source: State Workforce Investment Board; swib.ms.gov (2018).

Perkins IV Requirements

The IT curriculum meets Perkins IV requirements of high-skill, high-wage, and/or high-demand occupations by introducing students to and preparing students for such occupations. It also offers students a program of study that includes secondary, postsecondary, and institutions of higher learning (IHL) courses that will prepare them for occupations in the IT field. Additionally, the IT curriculum is integrated with academic standards. Lastly, the IT curriculum focuses on ongoing and meaningful professional development for teachers, as well as relationships with industry.

Curriculum Content

Summary of Standards

The standards to be included in the IT curriculum are the College and Career Ready Standards for Mathematics and Language Arts, 21st Century Skills, and the National Educational Technology Standards (NETS) for students. Combining these standards to create this document will result in highly skilled, well-rounded students who are prepared to enter a secondary academic or career and technical program of study. They will also be prepared to academically compete nationally as the College and Career Ready Standards are designed to prepare students for success in community colleges, IHLs, and careers.

Academic Infusion

The IT curriculum is aligned to the *IT Fundamental Standards*. Alignment crosswalks can be found in the appendices.

Transition to Postsecondary Education

The latest articulation information for secondary to postsecondary can be found at the Mississippi Community College Board (MCCB) website, mccb.edu/.

Best Practices

Innovative Instructional Technologies

Recognizing that today's students are digital learners, the classroom should be equipped with tools that will teach them in the way they need to learn. The IT teacher's goal should be to include teaching strategies that incorporate current technology. It is suggested that each classroom house a set of desktop student computers and one teacher desktop or laptop. To make use of the latest online communication tools such as wikis, blogs, and podcasts, the classroom teacher is encouraged to use a learning management system, for example, the Information Technology Teacher Learning Management System, that introduces students to education in an online environment and places the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways. Some are visual learners, needing only to read information and study it to succeed. Others are auditory learners, thriving best when information is read aloud to them. Still, others are tactile learners, needing to participate actively in their learning experiences. Add the student's background, emotional health, and circumstances, and a very unique learner emerges. By providing various teaching and assessment strategies, students with various learning styles can succeed.

Career and Technical Education Student Organizations

Teachers should investigate opportunities to sponsor a student organization. Several student organizations in Mississippi foster the types of learning expected from the IT curriculum, such as SkillsUSA, TSA, and FBLA. These organizations provide students with growth opportunities and competitive events. They also open the doors to the world of IT and scholarship opportunities.

Cooperative Learning

Cooperative learning can help students understand topics when independent learning cannot. Therefore, several opportunities for group work exist in the IT curriculum. To function in today's workforce, students need to be able to work collaboratively with others and solve problems without excessive conflict. The IT curriculum provides opportunities for students to work together and help each other to complete complex tasks.

Conclusions

The IT curriculum is one of Mississippi's most comprehensive technology curriculums. Students that complete these programs are well equipped for a variety of endeavors. Instructors are urged to encourage IT students to pursue educational opportunities at community colleges and universities in Mississippi.

Professional Organizations

Association of Career and Technical Education
acteonline.org

International Society for Technology in Education
iste.org

Mississippi Association for Career and Technical Education
mississippiacte.com

Mississippi Educational Computing Association
www.ms-meca.org

Student Organizations

Future Business Leaders of America
fbla-pbl.org

SkillsUSA
skillsusa.org

Technology Student Association
tsaweb.org

Using This Document

Suggested Time on Task

This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course. The remaining percentage of class time will include instruction in non-tested material, review for end-of-course testing, and special projects.

Competencies and Suggested Objectives

A competency represents a general concept or performance that students are expected to master as a requirement for satisfactorily completing a unit. Students will be expected to receive instruction on all competencies. The suggested objectives represent the enabling and supporting knowledge and performances that will indicate mastery of the competency at the course level.

Integrated Academic Topics, 21st Century Skills and Information and Communication Technology Literacy Standards, ACT College Readiness Standards, and Technology Standards for Students

This section identifies related academic topics as required in the Subject Area Testing Program in Algebra I, Biology I, English II, and U.S. History from 1877, which are integrated into the content of the unit. Research-based teaching strategies also incorporate ACT College Readiness standards. This section also identifies the 21st Century Skills and Information and Communication Technology Literacy skills. In addition, national technology standards for students associated with the competencies and suggested objectives for the unit are also identified.

References

A list of suggested references is provided for each unit within the accompanying teacher resource document. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources. The teacher resource document can be downloaded at reu.msstate.edu/Curriculum/CurriculumDownload.aspx

Enrichment Material

Some of the units include an enrichment section at the end. This section of material will not be tested on Mississippi Career Planning and Assessment System (MS-CPAS), however it will greatly enhance the learning experiences for the students. It is suggested to use the enrichment material when needed or desired by the teacher, and if time allows in the class.

Unit 1: Introduction to Information Technology

Competencies and Suggested Objectives
<p>1. Research educational, occupational, and leadership opportunities in IT. ^{DOK2}</p> <ul style="list-style-type: none">a. Review student rules and regulations for the local school.b. Compare and contrast local program policies, procedures, and expectations to industry policies, procedures, and expectations.c. Identify and describe leadership opportunities available from student youth organizations in the school and community.d. Preview the school technology acceptable use policy.
<p>2. Identify, discuss, and apply safety procedures in the computer classroom and lab. ^{DOK2}</p> <ul style="list-style-type: none">a. Discuss the proper classroom and personal safety procedures, including fire extinguishers, electrical, clothing, jewelry, eye protection, etc.b. Care for and use computer hardware correctly.c. Identify potential hazards when working with technology equipment.d. Explore the environmental impact related to technology.
<p>3. Publish and communicate with peers, experts, and other audiences using technology. ^{DOK2}</p> <ul style="list-style-type: none">a. Research safety issues related to telecommunications and the internet academic standards, if applicable.b. Develop personal safety guidelines that will be used when using telecommunications and the Internet.c. Describe the legal implications related to the computer industry, including software copyright issues, software licensing, and Internet ethics and policies.d. Use browsers, search engines, and email.e. Communicate via electronic media.f. Research, create, and present a presentation/project on emerging technologies, practices, trends, and issues associated with information technology.

Unit 2: Software

Competencies and Suggested Objectives

1. ~~Compare and contrast commonly used operating systems and their functions and features.~~
DOK2
 - a. ~~Identify the uses and features of common desktop operating systems, such as macOS, Windows, and Linux.~~
 - b. ~~Identify the uses and features of common mobile operating systems.~~
 - c. ~~Compare open source and proprietary operating systems.~~
 - d. ~~Identify the basic features of an operating system.~~
 - e. ~~Demonstrate the uses of an operating system.~~
2. ~~Identify common software applications and the purpose of each.~~^{DOK1}
 - a. ~~Productivity software, such as Microsoft® Office applications, email, and desktop publishing.~~
 - b. ~~Collaboration software, such as online workspaces, cloud storage, screen sharing, videoconferencing software, instant messaging (IM) clients, VoIP, and email.~~
 - c. ~~Utility software, such as anti-malware, diagnostic software, and file compression utilities.~~
 - d. ~~Specialized software, such as CAD, graphic design, gaming, multimedia, virtualization, and industrial software.~~
 - e. ~~Identify various software platforms, such as mobile, desktop, and web-based.~~
 - f. ~~Identify common file types, including document, audio, image, video, executables, and compression formats.~~
3. ~~Demonstrate software management best practices.~~^{DOK2}
 - a. ~~Install/uninstall OS features, applications, and drivers.~~
 - b. ~~Install updates and patches for OS, drivers, applications, and security software.~~
 - c. ~~Identify the proper versions of software that are compatible with various platforms.~~
 - d. ~~Define various licensing procedures, such as product keys, site licenses, multi-user licenses, and freeware.~~
 - e. ~~Perform backup operations.~~

Unit 3: Hardware

Competencies and Suggested Objectives
1. Identify internal computer components and the purpose of each.^{DOK1} — a. Motherboard — b. Processor — c. Power — d. Storage — e. Expansion slots — f. Cooling — g. Memory
2. Compare and contrast common computer connectors.^{DOK1}
3. Identify the basic wired and wireless peripherals and the purpose of each.^{DOK1} — a. Output devices — b. Input devices — c. Combination I/O devices
4. Compare and contrast the common computing devices and their purposes.^{DOK1}
5. Set up and troubleshoot a basic workstation.^{DOK2}

Unit 4: Security

Competencies and Suggested Objectives
1. Analyze basic security threats.^{DOK2}
2. Discuss security best practices.^{DOK2} <ul style="list-style-type: none">a. Password managementb. Device hardeningc. Wi-Fi securityd. Antivirus/anti-malware softwaree. Data encryptionf. Physical security
3. Explain confidentiality, integrity, and availability (CIA).^{DOK1}
4. Describe authentication, authorization, and accounting.^{DOK1}

Unit 5: Small Office and Home Office (SOHO) Networking

Competencies and Suggested Objectives
1. Discuss the advantages of networking. ^{DOK1}
2. Set up and configure a basic SOHO router. ^{DOK2} <ul style="list-style-type: none">a. Password managementb. SSID configurationc. Wireless encryptiond. Wide Area Network (WAN) connectione. Security updates
3. Differentiate between the various Internet connections. ^{DOK2} <ul style="list-style-type: none">a. Mobility, availability, and reliabilityb. Throughput, bandwidth, and latencyc. Characteristics of Internet connection types
4. Discuss basic networking concepts. ^{DOK1} <ul style="list-style-type: none">a. Wired vs. wirelessb. Network addressingc. Basic Internet protocolsd. SOHO network infrastructuree. Local Area Network (LAN) and WAN
5. Discuss network file storage types and locations. ^{DOK1}
6. Discuss SOHO networked devices. ^{DOK1}

Unit 6: Coding and Database

Competencies and Suggested Objectives
1. Discuss the various programming languages. ^{DOK1}
2. Analyze and use the various logic and programming techniques. ^{DOK2} —a. Pseudocode —b. Flow charts —c. Looping and branching
3. Classify fundamental data types and their characteristics. ^{DOK2} —a. Variables and constants —b. Strings, integers, and floats
4. Utilize a programming language to create a simple program. ^{DOK3}
5. Discuss database concepts. ^{DOK2} —a. Explain database design and purpose. —b. Describe data access and manipulation.
6. Create a basic database. ^{DOK3}

Unit 7: Networking Infrastructures

Competencies and Suggested Objectives
1. Differentiate between the concepts of Internet, intranet, and extranet. ^{DOK2}
2. Classify networks based on size. ^{DOK2} a. Differentiate types of networks, such as LAN and WAN. b. Determine bandwidth needs based on network size.
3. Examine wireless networking. ^{DOK2} a. Discuss Network Interface Card (NIC), Ethernet hub, wireless access point (WAP), wireless bridge, etc.
4. Examine network topologies. ^{DOK2} a. Compare and contrast the two types of network topologies: physical and logical. b. Recognize Ethernet as the most common local area networking standard for wired networks. c. Outline the parameters of peer-to-peer and client/server networking.

Unit 8: Network Protocols and Services

Competencies and Suggested Objectives
<p>1. Understand network models. ^{DOK2}</p> <ul style="list-style-type: none">a. Examine the OSI model and explain the functions of each of the seven layers.b. Compare the TCP/IP model to the OSI model.c. Explain how data moves on the network by utilizing packets and frames.
<p>2. Describe Internet protocol. ^{DOK2}</p> <ul style="list-style-type: none">a. Use number systems, including binary, decimal, and hexadecimal.b. Explain IPv4 addressing, including address classes, NAT, APIPA, and CIDR.c. Calculate subnets for IPv4 networks.d. Explain IPv6 addressing, including provisions for backward compatibility, short notation, and reserved addresses.e. Calculate subnets for IPv6 networks.
<p>3. Describe network services. ^{DOK2}</p> <ul style="list-style-type: none">a. Explain name resolution, including WINS and DNS.b. Describe network services, including DHCP, IPsec, and remote access.c. Identify common TCP/IP subprotocols, including ICMP, Telnet, and FTP, and the port numbers associated with each.

Unit 9: Network Hardware

Competencies and Suggested Objectives

1. Examine network hardware, including layers 1, 2, and 3 devices. ^{DOK2}
 - a. Identify and define hubs, bridges, and switches as layers 1 and 2 network hardware devices.
 - b. Identify and define routers, firewalls, and layer 3 switches as layer 3 network hardware devices.
2. Recognize network media types. ^{DOK2}
 - a. Investigate the characteristics of twisted pair cabling in networks.
 - b. Investigate the characteristics of coaxial cabling in networks.
 - c. Investigate the characteristics of fiber optic cabling in networks.
 - d. Investigate the characteristics of wireless networks.

Unit 10: Career Development

Competencies and Suggested Objectives
<p>1. Investigate and demonstrate career development skills. ^{DOK1}</p> <ul style="list-style-type: none">a. Investigate career opportunities and emerging technologies in IT.b. Locate resources for a job opening in an IT career field.c. Prepare, in an acceptable format, a cover letter, a résumé, and a follow-up letter using word processing software.d. Complete a job application.e. Demonstrate appropriate job interview skills to include professional attire.
<p>2. Use appropriate communication skills and professional behavior when communicating with clients and co-workers. ^{DOK1}</p> <ul style="list-style-type: none">a. Practice appropriate communication skills, including speaking clearly and concisely, using tact and discretion, avoiding jargon, asking pertinent questions, and exercising listening skills.b. Practice appropriate professional behavior, including maintaining a positive attitude and tone of voice, avoiding arguments or defensiveness, and respecting clients' privacy and property.c. Discuss the impact of social media profiles.
<p>3. Research opportunities related to IT and participate in field experiences or simulations. ^{DOK3}</p> <ul style="list-style-type: none">a. Investigate educational opportunities related to IT.b. Describe national standards and certification/licensing procedures related to IT.c. Describe the role of trade organizations, associations, and unions related to IT.d. Participate in a school-to-careers activity (e.g., shadowing, mentoring, simulations, career fair, etc.).e. Visit an industry/computer center, and analyze the hardware/software usage and needs, educational training for personnel, tasks performed by personnel, and the future outlook for those jobs.

Student Competency Profile

Student's Name: _____

This record is intended to serve as a method of noting student achievement of the competencies in each unit. It can be duplicated for each student, and it can serve as a cumulative record of competencies achieved in the course.

In the blank before each competency, place the date on which the student mastered the competency.

Unit 1: Introduction to Information Technology	
	1. Research educational, occupational, and leadership opportunities in IT.
	2. Identify, discuss, and apply safety procedures in the computer classroom and lab.
	3. Publish and communicate with peers, experts, and other audiences using technology.
Unit 2: Software	
	1. Compare and contrast commonly used operating systems and their functions and features.
	2. Identify common software applications and the purpose of each.
	3. Demonstrate software management best practices.
Unit 3: Hardware	
	1. Identify internal computer components and the purpose of each.
	2. Compare and contrast common computer connectors.
	3. Identify basic wired and wireless peripherals and the purpose of each.
	4. Compare and contrast common computing devices and their purposes.
	5. Set up and troubleshoot a basic workstation.
Unit 4: Security	
	1. Analyze basic security threats.
	2. Discuss security best practices.
	3. Explain confidentiality, integrity, and availability (CIA).
	4. Describe authentication, authorization, and accounting.
Unit 5: Small Office and Home Office (SOHO) Networking	
	1. Discuss the advantages of networking.
	2. Set up and configure a basic SOHO router.
	3. Differentiate between the various Internet connections.
	4. Discuss basic networking concepts.

	5.	Discuss network file storage types and locations.
	6.	Discuss SOHO networked devices.
Unit 6: Coding and Database		
	1.	Discuss various programming languages.
	2.	Analyze and use various logic and programming techniques.
	3.	Classify fundamental data types and their characteristics.
	4.	Utilize a programming language to create a simple program.
	5.	Discuss database concepts.
	6.	Create a basic database.
Unit 7: Networking Infrastructures		
	1.	Differentiate between the concepts of Internet, intranet, and extranet.
	2.	Classify networks based on size.
	3.	Examine wireless networking.
	4.	Examine network topologies.
Unit 8: Network Protocols and Services		
	1.	Understand network models.
	2.	Describe Internet protocol.
	3.	Describe network services.
Unit 9: Network Hardware		
	1.	Examine network hardware, including layers 1, 2, and 3 devices.
	2.	Recognize network media types.
Unit 10: Career Development		
	1.	Investigate and demonstrate career development skills.
	2.	Use appropriate communication skills and professional behavior when communicating with clients and co-workers.
	3.	Research opportunities related to IT and participate in field experiences or simulations.

Appendix A: Industry Standards

Crosswalk for Information Technology											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
NWCET											
ND1 Perform Analysis								X	X	X	
ND2 Design Network									X	X	
ND3 Configure & Deploy Network						X		X	X		
ND4 Perform Testing									X		
ND5 Manage Network									X		
ND6 Maintain Network and Manage Growth									X		
ND7 Perform Security Administration					X	X					

NATIONAL WORKFORCE CENTER FOR EMERGING TECHNOLOGIES SKILL STANDARDS FOR INFORMATION TECHNOLOGY NETWORK DESIGN AND ADMINISTRATION

ND1 Perform Analysis

- Gather data to identify customer requirements.
- Identify, interpret, and evaluate system network and security requirements.
- Define scope of work.
- Review network architecture, topology, interdependencies, and constraints.
- Research technical alternatives and analyze technical options.
- Develop a project plan.

ND2 Design Network

- Participate in design reviews.
- Prepare an integration plan for new processes, protocols, and equipment.
- Recommend selection of architecture, topology, hardware, and software.
- Prepare capacity and throughput plan.
- Specify servers and supporting hardware.
- Specify wired and wireless facilities.
- Integrate network components.

ND3 Configure and Deploy Network

- Plan and document system configuration.
- Implement new system configuration.
- Perform workstation configuration and software loading.
- Support, track, and document change implementation.
- Implement deployment.
- Manage contract personnel.
- Install hardware.
- Perform network fault management.

ND4 Perform Testing

- Define and document test specifications.
- Develop test plan and procedures.
- Schedule and perform testing.
- Document, interpret, and report test results.
- Perform final tests, and gain customer acceptance.
- Perform functional verifications and system audits.

ND5 Manage Network

- Set up and maintain user accounts.
- Coordinate, communicate, and document changes.
- Manage inventory.
- Analyze system performance to baseline.
- Monitor and report component and connectivity problems.
- Make recommendations for system optimization, improvement, and security.
- Generate and present reports.
- Monitor capacity to ensure required service levels.
- Manage and implement contingency and emergency recovery plans.

ND6 Maintain Network and Manage Growth

- Develop maintenance and upgrade plans.
- Coordinate maintenance for the computer, Web server, and telecommunications networks.
- Apply maintenance upgrades, security enhancements, and process changes.
- Perform system backups, and restore data.
- Troubleshoot and maintain client, server, and network systems.
- Develop growth and capacity plans, and make recommendations.
- Implement growth plans and long-range solutions.

ND7 Perform Security Administration

- Gather and document security requirements.
- Design and document security plan.
- Implement and enforce system and user security requirements.
- Maintain, improve, and enhance security in response to industry developments and user experience.
- Detect, monitor, and report security problems.
- Contribute to and develop recommendations for long-range security plans.

INFORMATION TECHNOLOGY CONTENT STANDARDS

Crosswalk for Information Technology											
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
IT Fundamentals											
ITF1 Concepts and Terminology		X	X	X	X	X	X				
ITF2 Infrastructure		X		X	X	X					
ITF3 Applications and Software			X		X		X				
ITF4 Software Development							X				
ITF5 Database Fundamentals							X				
ITF6 Security					X	X					

IT Fundamental Standards

ITF1 Concepts and Terminology

ITF2 Infrastructure

ITF3 Applications and Software

ITF4 Software Development

ITF5 Database Fundamentals

ITF6 Security

Appendix B: 21st Century Skills¹

21st Century Crosswalk for Information Technology											
	Units	1	2	3	4	5	6	7	8	9	10
Standards											
CS1		X									X
CS2											X
CS3		X									X
CS4		X									
CS5		X									
CS6							X				X
CS7		X	X	X	X	X	X	X	X	X	X
CS8		X					X				X
CS9		X	X	X	X	X	X	X	X	X	X
CS10		X					X				X
CS11		X	X	X	X	X	X	X	X	X	X
CS12		X	X	X	X	X	X	X	X	X	X
CS13		X					X				X
CS14		X	X	X	X	X	X	X	X	X	X
CS15		X	X	X		X	X				X
CS16		X	X	X	X	X	X	X	X	X	X

CSS1-21st Century Themes

CS1—Global Awareness

- Using 21st century skills to understand and address global issues
- Learning from and working collaboratively with individuals representing diverse cultures, religions, and lifestyles in a spirit of mutual respect and open dialogue in personal, work, and community contexts
- Understanding other nations and cultures, including the use of non-English languages

CS2—Financial, Economic, Business, and Entrepreneurial Literacy

- Knowing how to make appropriate personal economic choices
- Understanding the role of the economy in society
- Using entrepreneurial skills to enhance workplace productivity and career options

CS3—Civic Literacy

- Participating effectively in civic life through knowing how to stay informed and understanding governmental processes
- Exercising the rights and obligations of citizenship at local, state, national, and global levels
- Understanding the local and global implications of civic decisions

CS4—Health Literacy

- Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health

¹ 21st century skills. (n.d.). Washington, DC: Partnership for 21st Century Skills.

- ~~2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction~~
- ~~3. Using available information to make appropriate health-related decisions~~
- ~~4. Establishing and monitoring personal and family health goals~~
- ~~5. Understanding national and international public health and safety issues~~

CS5—Environmental Literacy

- ~~1. Demonstrate knowledge and understanding of the environment and the circumstances and conditions affecting it, particularly as relates to air, climate, land, food, energy, water, and ecosystems.~~
- ~~2. Demonstrate knowledge and understanding of society's impact on the natural world (e.g., population growth, population development, resource consumption rate, etc.).~~
- ~~3. Investigate and analyze environmental issues, and make accurate conclusions about effective solutions.~~
- ~~4. Take individual and collective action toward addressing environmental challenges (e.g., participating in global actions, designing solutions that inspire action on environmental issues).~~

CSS2 Learning and Innovation Skills

CS6—Creativity and Innovation

- ~~1. Think Creatively~~
- ~~2. Work Creatively with Others~~
- ~~3. Implement Innovations~~

CS7—Critical Thinking and Problem Solving

- ~~1. Reason Effectively~~
- ~~2. Use Systems Thinking~~
- ~~3. Make Judgments and Decisions~~
- ~~4. Solve Problems~~

CS8—Communication and Collaboration

- ~~1. Communicate Clearly~~
- ~~2. Collaborate with Others~~

CSS3 Information, Media and Technology Skills

CS9—Information Literacy

- ~~1. Access and Evaluate Information~~
- ~~2. Use and Manage Information~~

CS10—Media Literacy

- ~~1. Analyze Media~~
- ~~2. Create Media Products~~

CS11—ICT Literacy

- ~~1. Apply Technology Effectively~~

CSS4 Life and Career Skills

CS12—Flexibility and Adaptability

- ~~1. Adapt to change~~
- ~~2. Be Flexible~~

~~CS13 Initiative and Self-Direction~~

- ~~1. Manage Goals and Time~~
- ~~2. Work Independently~~
- ~~3. Be Self-directed Learners~~

~~CS14 Social and Cross-Cultural Skills~~

- ~~1. Interact Effectively with others~~
- ~~2. Work Effectively in Diverse Teams~~

~~CS15 Productivity and Accountability~~

- ~~1. Manage Projects~~
- ~~2. Produce Results~~

~~CS16 Leadership and Responsibility~~

- ~~1. Guide and Lead Others~~
- ~~2. Be Responsible to Others~~

~~Appendix C: International Society for Technology in Education Standards (ISTE)~~

ISTE Crosswalk for Information Technology																						
	Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Standards																						
T1		X	X	X	X	X	X	X	X	X	X											
T2		X	X		X																	
T3		X	X	X	X	X	X	X	X	X	X											
T4		X					X	X			X											
T5		X					X				X											
T6		X	X	X	X	X	X	X	X	X	X											
T7		X	X	X	X	X	X	X	X	X	X											

- ~~T1—Empowered Learner~~
- ~~T2—Digital Citizen~~
- ~~T3—Knowledge Constructor~~
- ~~T4—Innovative Designer~~
- ~~T5—Computational Thinker~~
- ~~T6—Creative Communicator~~
- ~~T7—Global Collaborator~~

~~T1—Empowered Learner~~

~~Students leverage technology to take an active role in choosing, achieving and demonstrating competency in their learning goals, informed by the learning sciences. Students:~~

- ~~a.—Articulate and set personal learning goals, develop strategies leveraging technology to achieve them and reflect on the learning process itself to improve learning outcomes.~~
- ~~b.—Build networks and customize their learning environments in ways that support the learning process.~~
- ~~c.—Use technology to seek feedback that informs and improves their practice and to demonstrate their learning in a variety of ways.~~
- ~~d.—Understand the fundamental concepts of technology operations, demonstrate the ability to choose, use and troubleshoot current technologies and are able to transfer their knowledge to explore emerging technologies.~~

~~T2—Digital Citizen~~

~~Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:~~

- ~~a.—Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.~~
- ~~b.—Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.~~

- e. ~~Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.~~
- d. ~~Manage their personal data to maintain digital privacy and security and are aware of data collection technology used to track their navigation online.~~

T3—Knowledge Constructor

~~Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. Students:~~

- a. ~~Plan and employ effective research strategies to locate information and other resources for their intellectual or creative pursuits.~~
- b. ~~Evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources.~~
- c. ~~Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.~~
- d. ~~Build knowledge by actively exploring real world issues and problems, developing ideas and theories and pursuing answers and solutions.~~

T4—Innovative Designer

~~Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions. Students:~~

- a. ~~Know and use a deliberate design process for generating ideas, testing theories, creating innovative artifacts or solving authentic problems.~~
- b. ~~Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.~~
- c. ~~Develop, test and refine prototypes as part of a cyclical design process.~~
- d. ~~Exhibit a tolerance for ambiguity, perseverance and the capacity to work with open-ended problems.~~

T5—Computational Thinker

~~Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:~~

- a. ~~Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.~~
- b. ~~Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.~~
- c. ~~Break problems into component parts, extract key information, and develop descriptive models to understand complex systems or facilitate problem-solving.~~
- d. ~~Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.~~

T6—Creative Communicator

~~Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals.~~

~~Students:~~

- a. ~~Choose the appropriate platforms and tools for meeting the desired objectives of their creation or communication.~~
- b. ~~Create original works or responsibly repurpose or remix digital resources into new creations.~~
- c. ~~Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.~~
- d. ~~Publish or present content that customizes the message and medium for their intended audiences.~~

T7—Global Collaborator

~~Students use digital tools to broaden their perspectives and enrich their learning by collaborating with others and working effectively in teams locally and globally. Students:~~

- a. ~~Use digital tools to connect with learners from a variety of backgrounds and cultures, engaging with them in ways that broaden mutual understanding and learning.~~
- b. ~~Use collaborative technologies to work with others, including peers, experts or community members, to examine issues and problems from multiple viewpoints.~~
- c. ~~Contribute constructively to project teams, assuming various roles and responsibilities to work effectively toward a common goal.~~
- d. ~~Explore local and global issues and use collaborative technologies to work with others to investigate solutions.~~

~~Appendix D: College and Career Ready Standards~~ ~~English Language Arts~~

ELA Crosswalk for Information Technology																						
	Units	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21
Standards																						
RL.9.1																						
RL.9.2																						
RL.9.3																						
RL.9.4			X	X	X	X	X	X	X	X												
RL.9.5																						
RL.9.6																						
RL.9.7																						
RL.9.8																						
RL.9.9																						
RL.9.10																						
RI.9.3																						
RI.9.5																						
RI.9.6																						
RI.9.7																						
RI.9.8			X	X	X	X	X	X	X	X												
RI.9.9																						
W.9.1																						
W.9.2			X	X	X	X	X	X	X	X	X											
W.9.3			X	X	X	X	X	X	X	X	X											
W.9.4			X	X	X	X	X	X	X	X	X											
W.9.5																						
W.9.6			X	X	X	X	X	X	X	X	X											
W.9.7			X	X	X	X	X	X	X	X	X											
W.9.8			X	X	X	X	X	X	X	X	X											
W.9.9			X	X	X	X	X	X	X	X	X											
W.9.10			X	X	X	X	X	X	X	X	X											
SL.9.1																						
SL.9.2			X	X	X	X	X	X	X	X	X											
SL.9.3																						
SL.9.4			X		X		X	X														X
SL.9.5			X	X	X	X	X	X	X	X	X											
SL.9.6																						X
L.9.1			X	X	X	X	X	X	X	X	X											
L.9.2			X	X	X	X	X	X	X	X	X											
L.9.3			X	X	X	X	X	X	X	X	X											
L.9.4			X	X	X	X	X	X	X	X	X											
L.9.5			X	X	X	X	X	X	X	X	X											
L.9.6			X	X	X	X	X	X	X	X	X											
RL.10.10																						
RH.9-10.1			X																			X
RH.9-10.2			X	X	X	X	X	X	X	X	X											X
RH.9-10.3																						
RH.9-10.4																						
RH.9-10.5																						
RH.9-10.6																						
RH.9-10.7				X	X	X	X	X	X	X	X											
RH.9-10.8																						
RH.9-10.9																						
RH.9-10.10																						
RST.9-10.1			X	X	X	X	X	X	X	X	X											
RST.9-10.2			X	X	X	X	X	X	X	X	X											

RST.9-10.3		X	X	X	X	X	X	X	X	X										
RST.9-10.4		X	X	X	X	X	X	X	X	X										
RST.9-10.5		X	X	X	X	X	X	X	X	X										
RST.9-10.6																				
RST.9-10.7		X	X				X	X												X
RST.9-10.8																				
RST.9-10.9																				
RST.9-10.10																				
WHST.9-10.1			X	X	X	X	X	X	X	X										
WHST.9-10.2		X	X	X	X	X	X	X	X	X										X
WHST.9-10.3																				
WHST.9-10.4		X	X	X	X	X	X	X	X	X										X
WHST.9-10.5																				
WHST.9-10.6		X	X	X	X	X	X	X	X	X										X
WHST.9-10.7		X	X	X	X	X	X	X	X	X										X
WHST.9-10.8		X	X	X	X	X	X	X	X	X										X
WHST.9-10.9		X	X	X	X	X	X	X	X	X										X
WHST.9-10.10																				
RI.11.1																				
RI.11.2																				
RI.11.3																				
RI.11.4																				
RI.11.5																				
RI.11.6																				
RI.11.7			X	X	X	X	X	X	X	X										X
RI.11.8			X		X															
RI.11.9																				
RI.11.10																				
W.11.1																				
W.11.2		X	X	X	X	X	X	X	X	X										X
W.11.3																				
W.11.4		X	X	X	X	X	X	X	X	X										X
W.11.5																				
W.11.6		X	X	X	X	X	X	X	X	X										X
W.11.7		X	X	X	X	X	X	X	X	X										X
W.11.8		X	X	X	X	X	X	X	X	X										X
W.11.9		X	X	X	X	X	X	X	X	X										X
W.11.10																				
SL.11.1		X	X	X	X	X	X	X	X	X										X
SL.11.2		X	X	X	X	X	X	X	X	X										X
SL.11.3																				
SL.11.4		X	X	X	X	X	X	X	X	X										X
SL.11.5		X	X	X	X	X	X	X	X	X										X
SL.11.6																				X
L.11.1																				
L.11.2																				
L.11.3																				
L.11.4		X	X	X	X	X	X	X	X	X										X
RL.12.10																				
RH.11-12.1																				
RH.11-12.2																				
RH.11-12.3																				
RH.11-12.4		X	X	X	X	X	X	X	X	X										X
RH.11-12.5																				
RH.11-12.6																				
RH.11-12.7		X	X	X	X	X	X	X	X	X										X
RH.11-12.8																				

RH.11-12.9		X								X												
RH.11-12.10																						
RST.11-12.1		X	X	X	X	X	X	X	X	X	X											
RST.11-12.2		X	X	X	X	X	X	X	X	X	X											
RST.11-12.3		X	X	X	X	X	X	X	X	X	X											
RST.11-12.4		X	X	X	X	X	X	X	X	X	X											
RST.11-12.5																						
RST.11-12.6																						
RST.11-12.7		X	X	X	X	X	X	X	X	X	X											
RST.11-12.8																						
RST.11-12.9			X	X	X	X	X	X	X	X	X											
RST.11-12.10			X	X	X	X	X	X	X	X	X											
WHST.11-12.1																						
WHST.11-12.2		X	X	X	X	X	X	X	X	X	X											
WHST.11-12.6		X	X	X	X	X	X	X	X	X	X											
WHST.11-12.8		X	X	X	X	X	X	X	X	X	X											

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Reading Literature Key Ideas and Details

RL.9.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.

RL.9.2 Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.

RL.9.3 Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.

Craft and Structure

RL.9.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).

RL.9.5 Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.

RL.9.6 Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.

Integration of Knowledge and Ideas

RL.9.7 Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).

RL.9.8 Not applicable to literature.

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RL.9.9 Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Range of Reading and Level of Text Complexity

RL.9.10 By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.

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Reading Informational Text Key Ideas and Details

RI.9.3 Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure

RI.9.5 Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).

RI.9.6 Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas

RI.9.7 Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.

RI.9.8 Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

RI.9.9 Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.

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Writing Text Types and Purposes

W.9.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.9.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.

W.9.1b Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

W.9.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.9.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.9.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.9.2a Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

W.9.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.9.2c Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

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W.9.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic.

W.9.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.9.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.9.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.9.3a Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.9.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.9.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

W.9.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.9.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)

W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

W.9.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

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W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.9.9a Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).

W.9.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).

Range of Writing

W.9.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.

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SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

SL.9.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.

SL.9.1b Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.

SL.9.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.

SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence. ———

Presentation of Knowledge and Ideas

SL.9.4 Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

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SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

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Language

Conventions of Standard English

L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

L.9.1a Use parallel structure.*

L.9.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ———

L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

L.9.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

L.9.2b Use a colon to introduce a list or quotation.

L.9.2c Spell correctly

Knowledge of Language

L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening

L.9.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use

L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.

L.9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.

L.9.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

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L.9.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.

L.9.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

L.9.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.

L.9.5b Analyze nuances in the meaning of words with similar denotations.

~~L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.~~

College and Career Ready English II

Range of Reading and Level of Text Complexity

~~RL.10.10 By the end of grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.~~

Grades 9–10: Literacy in History/SS

Reading in History/Social Studies Key Ideas and Details

~~RH.9–10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.~~

~~RH.9–10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.~~

~~RH.9–10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.~~

Craft and Structure

~~RH.9–10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.~~

~~RH.9–10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.~~

~~RH.9–10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.~~

Integration of Knowledge and Ideas

~~RH.9–10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.~~

~~RH.9–10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.~~

~~RH.9–10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.~~

Range of Reading and Level of Text Complexity

~~RH.9–10.10 By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.~~

Grades 9–10: Literacy in Science and Technical Subjects

Reading in Science and Technical Subjects Key Ideas and Details

~~RST.9–10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.~~

~~RST.9–10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.~~

~~RST.9–10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.~~

Craft and Structure

~~RST.9–10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.~~

~~RST.9–10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).~~

~~RST.9–10.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.~~

Integration of Knowledge and Ideas

~~RST.9-10.7 Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.~~

~~RST.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.~~

~~RST.9-10.9 Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.~~

Range of Reading and Level of Text Complexity

~~RST.9-10.10 By the end of grade 10, read and comprehend science/technical texts in the grades 9-10 text complexity band independently and proficiently.~~

Grades 9-10: Writing in History/SS, Science, and Technical Subjects

Writing Text Types and Purposes

~~WHST.9-10.1 Write arguments focused on discipline-specific content.~~

~~WHST.9-10.1a Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.~~

~~WHST.9-10.1b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.~~

~~WHST.9-10.1c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.~~

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

~~WHST.9-10.1e Provide a concluding statement or section that follows from or supports the argument presented.~~

~~WHST.9-10.2 Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.~~

~~WHST.9-10.2a Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.~~

~~WHST.9-10.2b Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.~~

Grades 9-10

Writing in History/SS, Science, and Technical Subjects

~~WHST.9-10.2c Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.~~

~~WHST.9-10.2d Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.~~

~~WHST.9-10.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.~~

~~WHST.9-10.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).~~

~~WHST.9-10.3 Not Applicable~~

Production and Distribution of Writing

~~WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.~~

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

WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

WHST.9-10.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.

WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

Grades 9-10

Writing in History/SS, Science, and Technical Subjects

Range of Writing

WHST.9-10.10 Write routinely over extended time frames (time for reflection and revision) and shorter time frames (a single sitting or a day or two) for a range of discipline-specific tasks, purposes, and audiences.

English III

Reading Literature Key Ideas and Details

RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.

RL.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.

RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)

RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.

RL.11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)

RL.11.8 Not applicable to literature.

RL.11.9 Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.

Range of Reading and Level of Text Complexity

RI.11.10 By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English III

Reading Informational Text Key Ideas and Details

RI.11.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

Craft and Structure

RI.11.4 Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RI.11.5 Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.

RI.11.6 Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.

Integration of Knowledge and Ideas

RI.11.7 Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.

RI.11.8 Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).

RI.11.9 Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including Them Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

RI.11.10 By the end of grade 11, read and comprehend literary nonfiction in the grades 11 CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.

English III

Writing

W.11.1 Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.

W.11.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.

W.11.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases.

W.11.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.

W.11.1d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.1e Provide a concluding statement or section that follows from and supports the argument presented.

W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

W.11.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

English III

W.11.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.

W.11.2e Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.

W.11.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.

W.11.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

W.11.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

W.11.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.

W.11.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

W.11.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).

W.11.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

W.11.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.11.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)

English III

W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)

W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.

W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

W.11.9a Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).

W.11.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).

Range of Writing

~~W.11.10 Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.~~

English III

Speaking and Listening

Comprehension and Collaboration

~~SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.~~

~~SL.11.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.~~

~~SL.11.1b Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.~~

~~SL.11.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.~~

~~SL.11.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.~~

~~SL.11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.~~

~~SL.11.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.~~

Presentation of Knowledge and Ideas

~~SL.11.4 Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.~~

English III

~~SL.11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.~~

~~SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)~~

English III

Language

Conventions of Standard English

~~L.11.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.~~

~~L.11.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.~~

~~L.11.2a Observe hyphenation conventions.~~

~~L.11.3a Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.~~

Vocabulary Acquisition and Use

~~L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.~~

~~L.11.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).~~

English IV

Range of Reading and Level of Text Complexity

RL.12.10 By the end of grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 11–CCR text complexity band independently and proficiently.

Grades 11–12: Literacy in History/SS

Reading in History/Social Studies Key Ideas and Details

RH.11–12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.

RH.11–12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.

RH.11–12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. **Craft and Structure**

RH.11–12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).

RH.11–12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.

RH.11–12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. **Integration of Knowledge and Ideas**

Rh.11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.

RH.11–12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11–12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. **Range of Reading and Level of Text Complexity**

RH.11–12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Grades 11–12: Literacy in Science and Technical Subjects

Reading in Science and Technical Subjects Key Ideas and Details

RST.11–12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.

RST.11–12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.

RST.11–12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11–12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.

RST.11–12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11–12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

RST.11–12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.

RST.11–12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.

RST.11–12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

~~RST.11–12.10 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.~~

~~Grades 11–12: Writing I History/SS, Science and Technical Subjects~~

~~Writing~~

~~Text Types and Purposes~~

~~WHST.11–12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.~~

~~WHST.11–12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience’s knowledge level, concerns, values, and possible biases.~~

~~WHST.11–12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.~~

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

~~Grades 11–12: Writing I History/SS, Science and Technical Subjects~~

~~WHST.11–12.2d Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.~~

~~Production and Distribution of Writing~~

~~WHST.11–12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.~~

~~WHST.11–12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas; avoiding plagiarism and overreliance on any one source and following a standard format for citation.~~

Appendix E: College and Career Ready Standards— Mathematics

Mathematics Crosswalk for Information Technology											
	Units	1	2	3	4	5	6	7	8	9	10
Standards											
N-Q.1			X	X	X	X	X				
N-Q.2				X							
N-Q.3				X	X	X					
8.EE.8							X				
A-SSE.1							X				
A-SSE.2											
A-SSE.3							X				
A-SSE.4											
A-CED.1							X				
A-CED.2											
A-CED.3											
A-CED.4		X		X							
A-REI.2											
A-REI.3											
A-REI.4											
A-REI.5									X		
A-REI.6											
A-REI.7											
A-REI.8											
A-REI.9											
A-REI.10											
A-REI.11											
A-REI.12											
8.F.1											
8.F.2											
8.F.3											
8.F.4											
8.F.5											
F-IF.1											
F-IF.2											
F-IF.3											
F-IF.4				X							
F-IF.5							X				
F-IF.6											
F-IF.7											
F-IF.8											
F-IF.9											
F-BF.1											
F-BF.2											
F-BF.3											
F-BF.4											
F-BF.5											
F-LE.1											
F-LE.2											
F-LE.3											
F-LE.4											
F-LE.5											
8.G.6											
8.G.7											
8.G.8											
G-CO.1											
G-CO.2											

Algebra

Analyze and solve linear equations and pairs of simultaneous linear equations

8.EE.8 Analyze and solve pairs of simultaneous linear equations.

- Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
- Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.
- Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Interpret the structure of expressions

A-SSE.1 Interpret expressions that represent a quantity in terms of its context.*

- Interpret parts of an expression, such as terms, factors, and coefficients.
- Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*

- Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Creating equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*

A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

Solve equations and inequalities in one variable

A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Solve systems of equations

A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Represent and solve equations and inequalities graphically

A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11 Explain why the x coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

A-REI.12 Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.

Functions

Define, evaluate, and compare functions

8.F.1 Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. †

8.F.2 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.

8.F.3 Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

Use functions to model relationships between quantities

8.F.4 Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.

8.F.5 Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.

Understand the concept of a function and use function notation

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.* Analyze functions using different representations Supporting

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Construct and compare linear, quadratic, and exponential models and solve problems

- F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.*
- Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
 - Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
 - Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*
- F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.* Interpret expressions for functions in terms of the situation they model Supporting
- F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.*

Geometry

Understand and apply the Pythagorean Theorem

- 8.G.6 Explain a proof of the Pythagorean Theorem and its converse.
- 8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
- 8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Experiment with transformations in the plane

- G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

- G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

- G-CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
- G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
- G-CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Statistics and Probability

Investigate patterns of association in bivariate data

- 8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
- 8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
- 8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
- 8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

Summarize, represent, and interpret data on a single count or measurement variable

- S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).*
- S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*
- S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*

Summarize, represent, and interpret data on two categorical and quantitative variables

- S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*
- S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*
- a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
- e. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

- S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*
- S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.*
- S-ID.9 Distinguish between correlation and causation.*

Algebra I

Number and Quantity

Use properties of rational and irrational numbers

- N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Reason quantitatively and use units to solve problems

- N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Algebra

Interpret the structure of expressions

A-SSE.1 Interpret expressions that represent a quantity in terms of its context.*

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2 - y^2)(x^2 + y^2)$ thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*

a. Factor a quadratic expression to reveal the zeros of the function it defines.

b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $[1.151/12]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Algebra I

Perform arithmetic operations on polynomials

A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Understand the relationship between zeros and factors of polynomials

A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*

A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

Understand solving equations as a process of reasoning and explain the reasoning

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Solve equations and inequalities in one variable

A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

A-REI.4 Solve quadratic equations in one variable.

a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Algebra I

Solve systems of equations

A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Represent and solve equations and inequalities graphically

A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11 Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

A-REI.12 Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half planes.

Functions

Understand the concept of a function and use function notation

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Algebra I

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

b. Graph square root, cube root, and piecewise defined functions, including step functions and absolute value functions.

F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

- a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
- F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum. **B**

Build a function that models a relationship between two quantities

- F-BF.1 Write a function that describes a relationship between two quantities.*
- a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

Build new functions from existing functions

- F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them

Construct and compare linear, quadratic, and exponential models and solve problems

- F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.*
- a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.
- b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
- c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
- F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*
- F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*

Algebra I

Interpret expressions for functions in terms of the situation they model

- F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.*

Statistics and Probability *

Summarize, represent, and interpret data on a single count or measurement variable

- S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).*
- S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*
- S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*

Summarize, represent, and interpret data on two categorical and quantitative variables

- S-ID.5 Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.*
- S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*
- a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
- b. Informally assess the fit of a function by plotting and analyzing residuals.
- c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

- S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*

- S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.*
- S-ID.9 Distinguish between correlation and causation.*

Geometry Course

Geometry

Experiment with transformations in the plane

- G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
- G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
- G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
- G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
- G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

- G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.
- G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
- G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

- G-CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.
- G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
- G-CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Geometry Course

Make geometric constructions

- G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
- G-CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Understand similarity in terms of similarity transformations

- G-SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor:
 - a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
 - b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems involving similarity

G-SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
G-SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.
G-SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

Understand and apply theorems about circles

G-C.1 Prove that all circles are similar.
G-C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
G-C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

Find arc lengths and areas of sectors of circles

G-C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Translate between the geometric description and the equation for a conic section A

G-GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

Use coordinates to prove simple geometric theorems algebraically

G-GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.
G-GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
G-GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
G-GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

Explain volume formulas and use them to solve problems

G-GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.
G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

Visualize relationships between two-dimensional and three-dimensional objects

~~G-GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.~~

Apply geometric concepts in modeling situations

~~G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*~~

~~G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*~~

~~G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*~~

Algebra II

Number and Quantity

Extend the properties of exponents to rational exponents

~~N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5(1/3)^3$ to hold, so $[5^{1/3}]^3$ must equal 5.~~

~~N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.~~

Reason quantitatively and use units to solve problems

~~N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*~~

Perform arithmetic operations with complex numbers

~~N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.~~

~~N-CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.~~

Use complex numbers in polynomial identities and equations

~~N-CN.7 Solve quadratic equations with real coefficients that have complex solutions.~~

Algebra

Interpret the structure of expressions

~~A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2 - y^2)^2 - (y^2)^2$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.~~

Write expressions in equivalent forms to solve problems

~~A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $[1.15^{1/12}]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.~~

Algebra II

~~A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*~~

Understand the relationship between zeros and factors of polynomials

~~A-APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.~~

~~A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.~~

Use polynomial identities to solve problems

~~A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.~~

Rewrite rational expressions

A-APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

Understand solving equations as a process of reasoning and explain the reasoning

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Solve equations and inequalities in one variable

A-REI.4 Solve quadratic equations in one variable. b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a ± bi$ for real numbers a and b .

Algebra II

Solve systems of equations

A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = 3x$ and the circle $x^2 + y^2 = 3$.

Represent and solve equations and inequalities graphically

A-REI.11 Explain why the x coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

Functions

Understand the concept of a function and use function notation

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n ≥ 1$.

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

e. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

Algebra II

F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth and decay.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.*

a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

b. Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4 Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x - 3$ or $f(x) = (x + 1)/(x - 1)$ for $x \neq 1$.

Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*

F-LE.4 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.*

Interpret expressions for functions in terms of the situation they model

F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.*

Algebra II

Extend the domain of trigonometric functions using the unit circle

F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

Model periodic phenomena with trigonometric functions

F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*

Prove and apply trigonometric identities

F-TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

Geometry

Translate between the geometric description and the equation for a conic section

G-GPE.2 Derive the equation of a parabola given a focus and directrix.

Statistics and Probability

Summarize, represent, and interpret data on a single count or measurement variable

S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.*

Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

Algebra II

Understand and evaluate random processes underlying statistical experiments

S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.*

S-IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

S-IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*

S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*

S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*

S-IC.6 Evaluate reports based on data.*

Understand independence and conditional probability and use them to interpret data

S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).*

S-CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.*

S-CP.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.*

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

S-CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.*

Use the rules of probability to compute probabilities of compound events in a uniform probability model

S-CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.*

S-CP.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.*

Integrated Mathematics

Number and Quantity

Reason quantitatively and use units to solve problems

N-Q.1 Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.*

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

N-Q.3 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.*

Algebra

Interpret the structure of expressions

A-SSE.1 Interpret expressions that represent a quantity in terms of its context.*

a. Interpret parts of an expression, such as terms, factors, and coefficients.

b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

Write expressions in equivalent forms to solve problems

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*

e. Use the properties of exponents to transform expressions for exponential functions. For example the expression $1.15t$ can be rewritten as $[1.151/12]^{12t} \approx 1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*

A-CED.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.*

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

Integrated Mathematics I

Solve equations and inequalities in one variable

A-REI.3 Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.

Solve systems of equations

A-REI.5 Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.

A-REI.6 Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.

Represent and solve equations and inequalities graphically

A-REI.10 Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).

A-REI.11 Explain why the x -coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

A-REI.12 Graph the solutions to a linear inequality in two variables as a half plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half planes.

Functions

Understand the concept of a function and use function notation

F-IF.1 Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then $f(x)$ denotes the output of f corresponding to the input x . The graph of f is the graph of the equation $y = f(x)$.

F-IF.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.

F-IF.3 Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$, $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$.

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

Integrated Mathematics I

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.* a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.2 Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*

Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.1 Distinguish between situations that can be modeled with linear functions and with exponential functions.*

a. Prove that linear functions grow by equal differences over equal intervals and that exponential functions grow by equal factors over equal intervals.

b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

c. Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.

F-LE.2 Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).*

F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.*

Interpret expressions for functions in terms of the situation they model

F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.*

Integrated Mathematics I

Geometry

Experiment with transformations in the plane

G-CO.1 Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.

G-CO.2 Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).

G-CO.3 Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.

G-CO.4 Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.

G-CO.5 Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.

Understand congruence in terms of rigid motions

G-CO.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

G-CO.7 Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.

G-CO.8 Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.

Prove geometric theorems

G-CO.9 Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.

G-CO.10 Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.

G-CO.11 Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.

Integrated Mathematics I

Statistics and Probability

Summarize, represent, and interpret data on a single count or measurement variable

S-ID.1 Represent data with plots on the real number line (dot plots, histograms, and box plots).*

S-ID.2 Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.*

S-ID.3 Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).*

Summarize, represent, and interpret data on two categorical and quantitative variables

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

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*

- a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
- e. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

- S-ID.7 Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.*
- S-ID.8 Compute (using technology) and interpret the correlation coefficient of a linear fit.*
- S-ID.9 Distinguish between correlation and causation.*

Integrated Mathematics I

Number and Quantity

Extend the properties of exponents to rational exponents

- N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define $5^{1/3}$ to be the cube root of 5 because we want $[5^{1/3}]^3 = 5(1/3)^3$ to hold, so $[5^{1/3}]^3$ must equal 5.
- N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Use properties of rational and irrational numbers

- N-RN.3 Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.

Reason quantitatively and use units to solve problems

- N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

Perform arithmetic operations with complex numbers

- N-CN.1 Know there is a complex number i such that $i^2 = -1$, and every complex number has the form $a + bi$ with a and b real.
- N-CN.2 Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.

Use complex numbers in polynomial identities and equations

- N-CN.7 Solve quadratic equations with real coefficients that have complex solutions.

Algebra

Interpret the structure of expressions

- A-SSE.1 Interpret expressions that represent a quantity in terms of its context.* b. Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P .

Integrated Mathematics II

- A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2 - y^2)(x^2 + y^2)$, thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

- A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*
 - a. Factor a quadratic expression to reveal the zeros of the function it defines.
 - b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

Perform arithmetic operations on polynomials

A-APR.1 Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.

Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*

A-CED.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance R .*

Understand solving equations as a process of reasoning and explain the reasoning M

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

Solve equations and inequalities in one variable

A-REI.4 Solve quadratic equations in one variable.

a. Use the method of completing the square to transform any quadratic equation in x into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form.

b. Solve quadratic equations by inspection (e.g., for $x^2 = 49$), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ for real numbers a and b .

Solve systems of equations

A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$.

Functions

Interpret functions that arise in applications in terms of the context M

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.5 Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function $h(n)$ gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.8 Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.

a. Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.

b. Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as $y = (1.02)^t$, $y = (0.97)^t$, $y = (1.01)^{12t}$, $y = (1.2)^{t/10}$, and classify them as representing exponential growth and decay.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Integrated Mathematics II

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.*

- Determine an explicit expression, a recursive process, or steps for calculation from a context.
- Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.

Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

Geometry

Understand similarity in terms of similarity transformations

G-SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor:

- A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
- The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.

G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems using similarity

G-SRT.4 Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.

G-SRT.5 Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.

Define trigonometric ratios and solve problems involving right triangles

G-SRT.6 Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.

G-SRT.7 Explain and use the relationship between the sine and cosine of complementary angles.

Integrated Mathematics II

G-SRT.8 Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*

Explain volume formulas and use them to solve problems

G-GMD.1 Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.

G-GMD.3 Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*

Statistics and Probability*

Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*

- a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
- b. Informally assess the fit of a function by plotting and analyzing residuals.

Understand independence and conditional probability and use them to interpret data

S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).*

S-CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.*

S-CP.3 Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$, and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.*

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

S-CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

Integrated Mathematics II

Use the rules of probability to compute probabilities of compound events in a uniform probability model

S-CP.6 Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model.*

S-CP.7 Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$, and interpret the answer in terms of the model.*

Integrated Mathematics III

Number and Quantity

Reason quantitatively and use units to solve problems

N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

Algebra

Interpret the structure of expressions

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2 - y^2)(x^2 + y^2)$; thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$.

Write expressions in equivalent forms to solve problems

A-SSE.4 Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*

Understand the relationship between zeros and factors of polynomials

A-APR.2 Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number a , the remainder on division by $x - a$ is $p(a)$, so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$.

A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems

A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.

Rewrite rational expressions

A-APR.6 Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$, where $a(x)$, $b(x)$, $q(x)$, and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$, using inspection, long division, or, for the more complicated examples, a computer algebra system.

Integrated Mathematics III

Create equations that describe numbers or relationships

A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*

A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*

Understand solving equations as a process of reasoning and explain the reasoning

A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.

A-REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

Represent and solve equations and inequalities graphically

A-REI.11 Explain why the x coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

F-IF.6 Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* e. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. e. Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.

F-IF.9 Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.

Build new functions from existing functions

F-BF.3 Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$, $k f(x)$, $f(kx)$, and $f(x + k)$ for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.

F-BF.4 Find inverse functions. a. Solve an equation of the form $f(x) = c$ for a simple function f that has an inverse and write an expression for the inverse. For example, $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$.

Construct and compare linear, quadratic, and exponential models and solve problems

F-LE.4 For exponential models, express as a logarithm the solution to $ab^{ct} = d$ where a , c , and d are numbers and the base b is 2, 10, or e ; evaluate the logarithm using technology.*

Extend the domain of trigonometric functions using the unit circle

F-TF.1 Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.

F-TF.2 Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.

Model periodic phenomena with trigonometric functions

F-TF.5 Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*

Prove and apply trigonometric identities

F-TF.8 Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ and use it to find $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$, given $\sin(\theta)$, $\cos(\theta)$, or $\tan(\theta)$ and the quadrant of the angle.

Integrated Mathematics III

Geometry

Make geometric constructions

G-CO.12 Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.

G-CO.13 Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.

Understand and apply theorems about circles

G-C.1 Prove that all circles are similar.

G-C.2 Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.

G-C.3 Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.

Find arc lengths and areas of sectors of circles

G-C.5 Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.

Translate between the geometric description and the equation for a conic section

G-GPE.1 Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.

G-GPE.2 Derive the equation of a parabola given a focus and directrix.

Use coordinates to prove simple geometric theorems algebraically

G-GPE.4 Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$.

G-GPE.5 Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).

Integrated Mathematics III

G-GPE.6 Find the point on a directed line segment between two given points that partitions the segment in a given ratio.

G-GPE.7 Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*

Visualize relationships between two-dimensional and three-dimensional objects

G-GMD.4 Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.

Apply geometric concepts in modeling situations

G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*

G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Statistics and Probability*

Summarize, represent, and interpret data on a single count or measurement variable S

S-ID.4 Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.*

Summarize, represent, and interpret data on two categorical and quantitative variables

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*

a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.

b. Informally assess the fit of a function by plotting and analyzing residuals.

Understand and evaluate random processes underlying statistical experiments

S-IC.1 Understand statistics as a process for making inferences about population parameters based on a random sample from that population.

Integrated Mathematics III

S-IC.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*

Make inferences and justify conclusions from sample surveys, experiments, and observational studies

S-IC.3 Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.*

S-IC.4 Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.*

S-IC.5 Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.*

S-IC.6 Evaluate reports based on data.*

Advanced Mathematics Plus

Number and Quantity

Perform arithmetic operations with complex numbers

N-CN.3 Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.

Represent complex numbers and their operations on the complex plane

~~N-CN.4 Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.~~

~~N-CN.5 Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument 120° .~~

~~N-CN.6 Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.~~

Use complex numbers in polynomial identities and equations

~~N-CN.8 Extend polynomial identities to the complex numbers. For example, rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$.~~

~~N-CN.9 Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials~~

Represent and model with vector quantities

~~N-VM.1 Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v , $|v|$, $\|v\|$, v).~~

~~N-VM.2 Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.~~

~~N-VM.3 Solve problems involving velocity and other quantities that can be represented by vectors.~~

Advanced Mathematics Plus

Perform operations on vectors

~~N-VM.4 Add and subtract vectors.~~

~~a. Add vectors end to end, component wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.~~

~~b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.~~

~~c. Understand vector subtraction $v - w$ as $v + (-w)$, where $-w$ is the additive inverse of w , with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component wise.~~

~~N-VM.5 Multiply a vector by a scalar.~~

~~a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.~~

~~b. Compute the magnitude of a scalar multiple cv using $\|cv\| = |c|v$. Compute the direction of cv knowing that when $|c|v > 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).~~

Perform operations on matrices and use matrices in applications

~~N-VM.6 Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.~~

~~N-VM.7 Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.~~

~~N-VM.8 Add, subtract, and multiply matrices of appropriate dimensions.~~

~~N-VM.9 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.~~

~~N-VM.10 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.~~

~~N-VM.11 Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.~~

~~N-VM.12 Work with 2×2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.~~

Algebra

Use polynomial identities to solve problems

A-APR.5 Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of x and y for a positive integer n , where x and y are any numbers, with coefficients determined for example by Pascal's Triangle.

Advanced Mathematics Plus

Rewrite rational expressions

A-APR.7 Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.

Solve systems of equations

A-REI.8 Represent a system of linear equations as a single matrix equation in a vector variable.

A-REI.9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3×3 or greater).

Functions

Analyze functions using different representations

F-IF.7 Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.*

d. Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

Build a function that models a relationship between two quantities

F-BF.1 Write a function that describes a relationship between two quantities.*

e. Compose functions. For example, if $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.

Build new functions from existing functions

F-BF.4 Find inverse functions.

b. Verify by composition that one function is the inverse of another.

e. Read values of an inverse function from a graph or a table, given that the function has an inverse.

d. Produce an invertible function from a non-invertible function by restricting the domain.

F-BF.5 Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.

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Extend the domain of trigonometric functions using the unit circle

F-TF.3 Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$, $\pi/4$ and $\pi/6$, and use the unit circle to express the values of sine, cosine, and tangent for $\pi - x$, $\pi + x$, and $2\pi - x$ in terms of their values for x , where x is any real number.

F-TF.4 Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Model periodic phenomena with trigonometric functions

F-TF.6 Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.

F-TF.7 Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*

Prove and apply trigonometric identities

F-TF.9 Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.

Geometry

Apply trigonometry to general triangles

- G-SRT.9 Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
- G-SRT.10 Prove the Laws of Sines and Cosines and use them to solve problems.
- G-SRT.11 Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Understand and apply theorems about circles

- G-C.4 Construct a tangent line from a point outside a given circle to the circle.

Translate between the geometric description and the equation for a conic section

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- G-GPE.3 Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.

Explain volume formulas and use them to solve problems

- G-GMD.2 Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

Statistics and Probability*

Use the rules of probability to compute probabilities of compound events in a uniform probability model

- S-CP.8 Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B|A) = P(B)P(A|B)$, and interpret the answer in terms of the model.*
- S-CP.9 Use permutations and combinations to compute probabilities of compound events and solve problems.*

Calculate expected values and use them to solve problems

- S-MD.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.*
- S-MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.*
- S-MD.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*
- S-MD.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

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Use probability to evaluate outcomes of decisions

- S-MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.*
 - a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.
 - b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*
- S-MD.6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).*
- S-MD.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*