Undivided
Unstoppable together

Core Content Connectors (CCCs) and Essential Understandings (EUs) for high school: grades 9–12

Common Core State Standards (CCSS) were adopted by a majority of states in 2010. They are designed by teachers, parents, and educational experts to ensure that students are prepared for college and employment. Each state's department of education is responsible for ensuring that schools and students achieve the academic standards; however, standards describe *what* to teach, not *how* to teach it.

Core Content Connectors (CCCs) provide the foundation for instruction based on Common Core State Standards, identifying the most important fundamental skills in Mathematics and English Language Arts and breaking them down into more teachable segments in an effort to provide a more digestible framework for reaching the state standards. As stated by the National Center and State Collaborative, which developed the CCCs, they "illustrate the necessary knowledge and skills in order to reach the learning targets within the CCSS; focus on the core content, knowledge, and skills needed at each grade to promote success at the next; and identify priorities in each content area to guide the instruction for students."

Essential Understandings (EUs) are the skills deemed most vital in a discipline, representing the student's ability to synthesize their learning and understand concepts rather than simply perform a rote task. They are the fundamental goals of a particular series of lessons.

The following charts are reproduced from NCSC content developed as part of the National Center and State Collaborative under a grant from the US Department of Education.

Note: Standards with (CA) are applicable to California students only.

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High School Math

Mathematics

Number and Quantity: The Real Number System

Standards for Math	CCSS	CCCs	Essential Understandings
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.	(None)	
Extend the properties of exponents to rational exponents.	N.RN.2 - Rewrite expressions involving radicals and rational exponents using the properties of exponents.	HS.NO.1a1 - Simplify expressions that include exponents. HS.NO.1a2 - Explain the influence of an exponent on the location of a decimal point in a given number. HS.NO1a3 - Convert a number expressed in scientific notation. H.NO.2c2 - Rewrite expressions that include rational exponents.	Create an array with a number multiplied by itself (Show me 3 rows of 3).

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.	H.NO.2b1 - Explain the pattern for the sum or product for combinations of rational and irrational numbers.	

Quantities

Standards for Math	CCSS	CCCs	Essential Understandings
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.	H.ME.1a1 - Determine the necessary unit(s) to use to solve real-world problems. H.ME.1a2 - Solve real-world problems involving units of measurement.	Solve real-world measurement problems that require interpretation and use of a table.
Reason quantitatively and use units to solve problems.	N.Q.2 - Define appropriate quantities for the purpose of descriptive modeling.	(None)	
Reason quantitatively and use units to solve problems.	N.Q.3 - Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	(None)	

The Complex Number System
(No CCCs available)

Vector and Matric Quantities
(No CCCs available)

Geometry

Congruence

Standards for Math	CCSS	CCCs	Essential Understandings
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.	(None)	
Experiment with transformations in the plane.	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).	H.GM.1c1 - Construct, draw or recognize a figure after its rotation, reflection, or translation.	
Experiment with transformations in the plane.	G.CO.3 -Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the	(None)	

	rotations and reflections that carry it onto itself.		
Experiment with transformations in the plane.	G.CO.4 -Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	(None)	
Experiment with transformations in the plane.	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.	H.GM.1c1 - Construct, draw or recognize a figure after its rotation, reflection, or translation.	
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.	(None)	
Understand congruence in terms of rigid motions.	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.	H.GM.1b1 - Use definitions to demonstrate congruency and similarity in figures.	
Understand congruence in terms of rigid	G.CO.8 -Explain how the criteria for triangle congruence (ASA, SAS,	(None)	

motions.	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.	(None)	
Prove geometric theorems.	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.	(None)	
Prove geometric theorems.	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	(None)	

	with congruent diagonals.		
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.	H.GM.1e1 - Make formal geometric constructions with a variety of tools and methods.	
Make geometric constructions.	G.CO.13 -Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.		

Similarity, Right Triangles, and Trigonometry

Standards for Math	CCSS	CCCs	Essential Understandings
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	H.ME.2b1 - Determine the dimensions of a figure after dilation.	

	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.		
Understand similarity in terms of similarity transformations.	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.	H.ME.2b2 - Determine if two figures are similar. H.ME.2b3 - Describe or select why two figures are or are not similar. H.GM.1b1 - Use definitions to demonstrate congruency and similarity in figures. H.GM.1d1 - Use the reflections, rotations, or translations in the coordinate plane to solve problems with right angles.	
Understand similarity in terms of similarity transformations.	G-SRT.3 - Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.	(None)	
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.	(None)	
Prove theorems involving similarity.	G-SRT.5 - Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	(None)	

Define trigonometric ratios and solve problems involving the 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.	(None)	
Define trigonometric ratios and solve problems involving the right triangles.	G-SRT.7 - Explain and use the relationship between the sine and cosine of complementary angles.	(None)	
Define trigonometric ratios and solve problems involving the right triangles.	G-SRT.8 - Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems	(None)	
Apply trigonometry to general triangles.	G-SRT.9 - Derive the formula A = ½ ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.	(None)	
Apply trigonometry to general triangles.	G-SRT.10 - Prove the Laws of Sines and Cosines and use them to solve problems.	(None)	
Apply trigonometry to general triangles.	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).	(None)	

Circles

Standards for Math	CCSS	CCCs	Essential Understandings

Understand and apply theorems about circles.	G-C.1 - Prove that all circles are similar.	(None)	
Understand and apply theorems about circles.	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.	(None)	
Understand and apply theorems about circles.	G-C.3 - Construct the inscribed and circumscribed circles of a triangle and prove properties of angles for a quadrilateral inscribed in a circle.	(None)	
Understand and apply theorems about circles.	G-C.4 - Construct a tangent line from a point outside a given circle to the circle.	(None)	
Understand and apply theorems about 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.	H.ME.2b4 - Apply the formula to the area of a sector (e.g., area of a slice of pie).	

Expressing Geometric Properties with Equations
(No CCCs available)

Geometric Measurement and Dimension
(No CCCs available)

Modeling with Geometry

Standards for Math	CCSS	CCCs	Essential Understandings
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).	H.ME.1b1 - Describe the relationship between the attributes of a figure and the changes in the area or volume when one attribute is changed.	
Apply geometric concepts in modeling situations.	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).	(None)	
Apply geometric concepts in modeling situations.	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).	H.ME.2b5 - Apply the formula of geometric figures to solve design problems (e.g., designing an object or structure to satisfy physical restraints or minimize cost).	

Algebra

Interpreting Functions
(No CCCs available)

Building Functions
(No CCCs available)

Functions: Linear, Quadratic, and Exponential Models

Standards for Math	CCSS	CCCs	Essential Understandings
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.	H.PRF.1c1 - Select the appropriate graphical representation of a linear model based on real-world events. H.PRF.1b1 - In a linear situation using graphs or numbers, predict the change in rate based on a given change in one variable (*e.g., If I have been adding sugar at a rate of 1T per cup of water, what happens to my rate if I switch to 2T of sugar for every cup of water?*).	Match a point not on a line as not being part of a data set for a given line.
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).	(None)	

Construct and compare linear, quadratic, and exponential models and solve problems.	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.	H.PRF.2c1 - Make predictions based on a given model (*for example, a weather model or data for athletes over years*).	Extend a graph when provided a relationship and two choices.
Construct and compare linear, quadratic, and exponential models and solve problems.	F-LE.4 - For exponential models, express a logarithm the solution to $abc^x = d$ where a, c, and d are numbers and the base b is 2, 10, or e; evaluate the logarithm using technology.	(None)	
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. [Linear and exponential of form $f(x) = bx + k$]	(None)	
Interpret expressions for functions in terms of the situation they model.	F-LE.6 - Apply quadratic functions to physical problems, such as the motion of an object under the force of gravity. (CA)	(None)	

Trigonometric Functions
(No CCCs available)

Seeing Structure in Expressions

Standards for Math	CCSS	CCCs	Essential Understandings

Interpret the structure of expressions. **[Linear, exponential, and quadratic]**	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.*	H.PRF.2a1 - Translate an algebraic expression into a word problem.	
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* $(x^2)^2 - (y^2)^2$ *thus recognizing it as a difference of squares that can be factored as* $(x^2 - y^2)(x^2 + y^2)$.	H.NO.2c1 - Simplify expressions that include exponents. H.NO.2c2 - Rewrite expressions that include rational exponents.	
Write expressions in equivalent forms to solve problems. **[Quadratic and exponential]**	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	H.NO.1a1 - Represent quantities and expressions that use exponents. H.PRF.2a2 - Factor a quadratic expression. H.PRF.2a3 - Given a quadratic expression, explain the meaning of the zeros graphically.	

	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 ≈ 1.01212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.*		
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.	H.PRF.2a4 - Use the formula to solve real-world problems, such as calculating the height of a tree after n years given the initial height of the tree and the rate the tree grows each year.	

Arithmetic with Polynomials and Rational Expressions

Standards for Math	CCSS	CCCs	Essential Understandings
Perform arithmetic operations on polynomials. **[Linear and quadratic]**	A-APR.1 - Understand that polynomials form a system analogous to the integers, namely, that they are closed under the operations of addition,	H.NO.2a2 - Understand the definition of a polynomial. H.NO.2a3 - Understand the concepts of combining like terms and closure.	

	subtraction, and multiplication; add, subtract, and multiply polynomials.	H.NO.2a4 - Add, subtract, and multiply polynomials and understand how closure applies under these operations.	
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).	H.NO.2a5 - Understand and apply the Remainder Theorem.	
Understand the relationship between zeros and factors of polynomials	A-APR.3 - Identify zeroes of polynomials when suitable factorizations are available and use the zeros to construct a rough graph of the function defined by the polynomial.	H.NO.2a6 - Find the zeros of a polynomial when the polynomial is factored.	
Use polynomial identities to solve problems.	A-APR.4 - Prove polynomial identities and use them to describe numerical relationships. *For example, the polynomial identity (x2 + y2)2 = (x2 – y2)2 + (2xy)2 can be used to generate Pythagorean triples.*	H.NO.3a6 - Prove polynomial identities by showing steps and proving reasons. H.NO.3a7 - Illustrate how polynomial identities are used to determine numerical relationships such as 2 2 2 2 25 = (20 + 5) = 20 + 2 x 20 x 5 + 5	
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	(None)	

	example by Pascal's Triangle 1.		
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.	H.PRF.2a5 - Rewrite rational expressions, a(x)/b(x), in the form q(x) + r(x)/b(x) by using factoring, long division, or synthetic division.	
Rewrite rational expressions.	A-APR.7 - Understand that rational expressions form a system analogous to rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	(None)	

Creating Equations

Standards for Math	CCSS	CCCs	Essential Understandings
Create equations that describe numbers or relationships. **[Linear, quadratic, and exponential**	A-CED.1 - Create equations and inequalities in one variable, including ones with absolute value, and use them to solve problems.	H.PRF.2b1 - Translate a real-world problem into a one-variable linear equation.	Match an equation with one variable to the real-world context.

(integer inputs only)]	A. Include equations arising from linear and quadratic functions as well as simple rational and exponential functions. (CA)		
Create equations that describe numbers or relationships.	A-CED.2 - Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	H.PRF.2b2 - Solve equations with one or two variables using equations or graphs.	Count and arrange a given number of objects into two sets in multiple combinations.
Create equations that describe numbers or relationships.	A-CED.3 - Represent constraints by equations or inequalities, and by systems of equations and/or inequalities; 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.*	H.PRF.2a6 - Write and use a system of equations and/or inequalities to solve a real-world problem.	
Create equations that describe numbers or relationships.	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.*	H.PRF.1b2 - Solve multi-variable formulas or literal equations for a specific variable.	

Reasoning with Equations and Inequalities

Standards for Math	CCSS	CCCs	Essential Understandings
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.	H.PRF.2b2 - Solve equations with one or two variables using equations or graphs.	
Understand solving equations as a process of reasoning and explain the reasoning.	A-REI.2 - Solve simple rational and radical equations in one variable and give examples showing how extraneous solutions may arise.	H.NO.2a1 - Solve simple equations using rational numbers with one or more variables.	
Solve equations and inequalities in one variable. **[Linear inequalities; literal equations that are linear in the variables being solved for; quadratics with real solutions]**	A-REI.3 - Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters. A. Solve one-variable equations and inequalities involving absolute value, graphing the solutions and interpreting them in context. (CA)	H.PRF.2b2 - Solve equations with one or two variables using equations or graphs. H.ME.1b2 - Solve a linear equation to find a missing attribute given the area, surface area, or volume and the other attribute.	
Solve equations and inequalities in one variable. **[Linear inequalities; literal equations that are**	A-REI.4 - Solve quadratic equations in one variable. A. Use the method of completing the square to transform	H.PRF.2b3 - Transform a quadratic equation written in standard form to an equation in vertex form $(x-p)=q^2$ by	

linear in the variables being solved for; quadratics with real solutions]	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 x2 = 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.	completing the square. H.PRF.2b4 - Derive the quadratic formula by completing the square on the standard form of a quadratic equation. H.PRF.2b5 - Solve quadratic equations in one variable by simple inspection, taking the square root, factoring, and completing the square.	
Solve systems of equations. **[Linear-linear and linear-quadratic]**	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.	H.PRF.2b6 - Solve systems of equations using the elimination method (sometimes called linear combinations). H.PRF.2b7 - Solve a system of equations by substitution (solving for one variable in the first equation and substituting it into the second equation).	
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.	H.PRF.2b8 - Solve systems of equations using graphs.	

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.	H.PRF.2b9 - Solve a system containing a linear equation and a quadratic equation in two variables graphically and symbolically.	
Solve systems of equations.	A-REI.8 - Represent a system of linear equations as a single matrix equation in a vector variable.	(None)	
Solve systems of equations.	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 x 3 or greater).	(None)	
Represent and solve equations and inequalities graphically. **[Linear and exponential]**	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).	H.PRF.2b10 - Understand that all solutions to an equation in two variables are contained on the graph of that equation.	
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.	H.PRF. 2d1 - Explain why the intersection of y = f(x) and y = g(x) is the solution of f(x) = g(x) for any combination of linear or exponential. Find the solution by using technology to graph the equations and determine their point of intersection, using tables of values, or using successive approximations that become closer and closer to the actual	

	Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.	value.	
Represent and solve equations and inequalities graphically.	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.	H.PRF.2b11 - Graph the solutions to a linear inequality in two variables as a half-plane, excluding the boundary for non-inclusive inequalities. H.PRF.2b12 - Graph the solution set to a system of linear inequalities in two variables as the intersection of their corresponding half-planes	

Statistics and Probability

Interpreting Categorical and Quantitative Data

Standards for Math	CCSS	CCCs	Essential Understandings
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).	H.DPS.1b1 - Complete a graph given the data using dot plots, histograms, or box plots.	Make a connection between categories in a data table to the appropriate axis of a graph.
Summarize, represent, and interpret data on a single count or measurement	S-ID.2 - Use statistics appropriate to the shape of the data distribution to compare center	H.DPS.1c1 - Use descriptive stats (range, median, mode, mean, outliers/gaps) to describe the data set.	Identify the highest and lowest value in a data set given a number

variable.	(median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	H.DPS.1c2 - Compare means, median, and range of two sets of data.	line and matching symbols (concept of range).
Summarize, represent, and interpret data on a single count or measurement variable.	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).	(None)	
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.	H.DPS.1c1 - Use descriptive stats: range, median, mode, mean, outliers/gaps to describe the data set.	
Summarize, represent, and interpret data on two categorical and quantitative variables. **[Linear focus]**	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.	H.DPS.1a1 - Design study using categorical and continuous data, including creating a question, identifying a sample, and making a plan for data collection. H.DPS.1c1 - Use descriptive stats (range, median, mode, mean, outliers/gaps) to describe the data set.	

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. C. Fit a linear function for a scatter plot that suggests a linear association.	H.DPS.1d1 - Represent data on a scatter plot to describe and predict. H.DPS.1d2 - Select an appropriate statement that describes the relationship between variables.	
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.	H.PRF.1a1 - Interpret the rate of change using graphical representations.	
Interpret linear models.	S-ID.8 - Compute (using technology) and interpret the correlation coefficient of a linear fit.	(None)	
Interpret linear models.	S-ID.9 - Distinguish between correlation and causation.	(None)	

Making Inferences and Justifying Conclusions

Standards for Math	CCSS	CCCs	Essential Understandings
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.	H.DPS.1c3 - Determine what inferences can be made from statistics.	
Understand and evaluate random processes underlying statistical experiments.	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 fall heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?*	(None)	
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 observational studies; explain how randomization relates to each.		
Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	S-IC.4 - Use data from a sample survey to estimate a population mean or proportion; develop a margin of error using simulation models for random sampling.		
Make inferences and justify conclusions from sample surveys,	S-IC.5 - Use data from a randomized experiment to compare two		

experiments, and observational studies.	treatments; use simulations to decide if differences between parameters are significant.		
Make inferences and justify conclusions from sample surveys, experiments, and observational studies.	S-IC.6 - Evaluate reports based on data.	H.DPS.1d3 - Make or select an appropriate statement(s) about findings. H.DPS.1d4 - Apply the results of the data to a real-world solution.	

Conditional Probability and the Rules of Probability

Standards for Math	CCSS	CCCs	Essential Understandings
Understand independence and conditional probability and use them to interpret data.	S-CP.1 - Describe events as subtests 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").	(None)	
Understand independence and conditional probability and use them to interpret data.	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.	(None)	
Understand independence and conditional probability and use them to interpret data.	S-CP.3 - Understand the conditional probability of A given B as P (A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A	(None)	

	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.		
Understand independence and conditional probability and use them to interpret data.	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.*	H.DSP.2d - Select or make an appropriate statement based on a two-way frequency table.	
Understand independence and conditional probability and use them to interpret data.	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.*	H.DSP.2e - Select or make an appropriate statement based on real world examples of conditional probability.	
Use the rules of probability of A given B as the fraction of B's outcomes that also belong to A,	S-CP.6 - Finding the conditional probability of A given B as the fraction of B's outcomes that also belong to A and interpreting the answer in	(None)	

interpret the answer in terms of the model.	terms of the model.		
Use the rules of probability of A given B as the fraction of B's outcomes that also belong to A, interpret the answer in terms of the model.	S-CP.7 - Apply the Addition Rule, P (A or B) = P(A) + P(B) – P (A and B) and interpret the answer in terms of the model.	(None)	
Use the rules of probability of A given B as the fraction of B's outcomes that also belong to A, interpret the answer in terms of the model.	S-CP.8 - Apply the general Multiplication Rule in a uniform probability model, P (A and B) = P(A) P(B|A) = P(B) P(A|B) and interpret the answer in terms of the model.	(None)	
Use the rules of probability of A given B as the fraction of B's outcomes that also belong to A, interpret the answer in terms of the model.	S-CP.9 - Use permutations and combinations to compute probabilities of compound events and solve problems.	(None)	

Use Probability to Make Decisions

Standards for Math	CCSS	CCCs	Essential Understandings
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.	(None)	

Calculate expected values and use them to solve problems.	S-MD.2 - Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	(None)	
Calculate expected values and use them to solve problems.	S-MD.3 - Develop a probability distribution or 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 equations of a multiple-choice test where each questions have four choices, and find the expected grade under various grading schemes.*	H.DPS.2c1 - Determine the theoretical probability of multistage probability experiments. H.DPS.2c2 - Collect data from multistage probability experiments. H.DPS.2c3 - Compare actual results of multistage experiment with theoretical probabilities.	
Calculate expected values and use them to solve problems.	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?*		
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 based on 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.*		
Use probability to evaluate outcomes of decisions.	S-MD.6 - Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).		
Use probability to evaluate outcomes of decisions.	S-MD.7 - Analyze decision and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	H.DSP.2b - Identify and describe the degree to which something is rated "good" or "bad"/desirable or undesirable based on numerical information.	

High School English

9th–10th Grade

Reading: Literature

Standards for English	CCSS	CCCs	Essential Understandings

Language Arts			
Reading Literature: Key Ideas & Details	910.RL.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	910.RL.b1 - Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. 910.RL.b2 - Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries of text.	
Reading Literature: Key Ideas & Details	910.RL.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.	910.RL.c1 - Determine the theme or central idea of an adapted grade-appropriate text. 910.RL.c2 - Determine how the theme develops. 910.RL.c3 - Determine how key details support the development of the theme of an adapted grade-appropriate text.	
Reading Literature: Key Ideas & Details	910.RL.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.	910.RL.c4 - Identify a character with multiple or conflicting motivations(i.e., a complex character). 910.RL.c5 - Delineate how a complex character develops over the course of a text, interacts with other characters, and advances the plot or develops the theme.	
Reading Literature: Craft and Structure	910.RL.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	910.RWL.d3 - Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	

	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).		
Reading Literature: Craft and Structure	910.RL.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.	910.RL.d1 - 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.	
Reading Literature: Craft and Structure	910.RL.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.	910.RL.e1 - Compare and contrast works from different cultures with a common theme.	
Reading Literature: Integration of Knowledge & Ideas	910.RL.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"). 910.RL.8 - (Not applicable to literature)	910.RL.e2 - Analyze the representation of a subject or a key scene in two different artistic mediums, including what is absent in each treatment.	
Reading Literature: Integration of Knowledge & Ideas	910.RL.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	910.RL.f1 - Analyze how an author draws on 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	

	later author draws on a play by Shakespeare).	play by Shakespeare).	
Reading Literature: Range of Reading & Level of Text Complexity	910.RL.10 - By the end of grade nine, proficiently read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band, with scaffolding as needed at the high end of the range. By the end of grade ten, read and comprehend literature, including stories, dramas, and poems, at the high end of the grades 9–10 text complexity band independently and proficiently.	910.HD.a1 - Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, and fiction and nonfiction novels. 910.RL.a1 - Use strategies to derive meaning from a variety of texts and mediums.	

Reading: Informational Text

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Informational Text: Key Ideas & Details	910.RI.1 - Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	910.RI.b1 - Use two or more pieces of evidence to support inferences, conclusions, or summaries. 910.RI.b2 - Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text.	
Reading Informational Text: Key Ideas & Details	910.RI.2 - Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped	910.RI.b3 - Determine the central idea of a text. 910.RI.b4 - Determine how the central idea develops. 910.RI.b5 - Determine how	

	and refined by specific details; provide an objective summary of the text.	key details support the development of the central idea of a text. 910.RI.b6 - Provide or create an objective summary of a text.	
Reading Informational Text: Key Ideas & Details	910.RI.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.	910.RI.c1 - Analyze key points throughout a text to determine the organizational pattern or text structure. 910.RI.c2 - Identify connections between key points.	
Reading Informational Text: Craft and Structure	910.RI.4 - Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	910.RWL.d3 - Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings. 910.RWL.d4 - Analyze the use of figurative, connotative, or technical terms on the meaning or tone of text.	
Reading Informational Text: Craft and Structure	910.RI.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). Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents. (CA)	910.RI.c3 - Analyze in detail how an author's ideas or claims are developed. 910.RI.c4 - Identify key sentences or paragraphs that support claims.	
Reading Informational Text:	910.RI.6 - Determine an author's point of view or purpose in a text and	910.RI.c5 - Determine the author's point of view or purpose in a text.	

Craft and Structure	analyze how an author uses rhetoric to advance that point of view or purpose.	910.RI.c6 - Determine or identify the specific language and words that the author uses to advance the point of view or purpose. 910.RWL.c3 Develop and explain ideas for why authors made specific word choices within text.	
Reading Informational Text: Integration of Knowledge and Ideas	910.RI.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.	910.RI.e1 - 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.	
Reading Informational Text: Integration of Knowledge and Ideas	910.RI.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.	910.RI.d1 - Identify claims and arguments made by the author. 910.RI.d2 - Delineate or trace the author's argument and specific claims. 910.RI.d3 - Evaluate the argument and claims that the author makes to determine if the statements are true or false. 910.RI.f1 - Delineate the argument and specific claims in two or more texts on related topics. 910.RI.f2 - Assess the validity of the arguments across texts on related topics.	
Reading Informational	910.RI.9 - Analyze seminal U.S. documents	910.RI.e2 - Identify central ideas and concepts in	

Text: Integration of Knowledge and Ideas	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.	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). 910.RI.e3 - Analyze how 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), address similar central ideas.	
Reading Informational Text: Range of Reading & Level of Text Complexity	910.RI.10 - By the end of grade nine, proficiently read and comprehend literary nonfiction in the grades 9–10 text complexity band, with scaffolding as needed at the high end of the range. By the end of grade ten, read and comprehend literary nonfiction at the high end of the grades 9–10 text complexity band independently and proficiently.	910.HD.a1 - Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, and fiction and nonfiction novels. 910.HD.e1 - Read challenging, grade-appropriate texts. 910.RI.a1 - Use a variety of strategies to derive meaning from a variety of print and non-print texts.	

Writing

Standards for English Language Arts	CCSS	CCCs	Essential Understandings

Writing: Texts Types & Purposes	910.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. 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. B. 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. C. 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. D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding statement or section	910.WP.b3 - Introduce claim(s) for an argument that reflects knowledge of the topic. 910.WP.b4 - Identify claim(s) from alternate or opposing claims(s) in writing. 910.WP.b5 - Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, and provide conclusion) developing relationships among claim(s), reason, and evidence. 910.WP.b6 - Identify evidence for claim(s) and counterclaim(s). 910.WP.c1 - Develop clear claim(s) with specific evidence for a topic or text. 910.WP.c2 - Use words, phrases, and clauses to create cohesion within writing. 910.WP.c3 - Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence. 910.WP.d1 - Maintain a consistent style and voice throughout writing. 910.WP.e1 - Provide a concluding statement or section that supports the argument presented	

	that follows from and supports the argument presented.	by stating the significance of the claim.	
Writing: Texts Types & Purposes	910.W.2 - Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. B. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. D. Use precise language and domain-specific	910.WI.b2 - Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus. 910.WI.b3 - Write an introduction that clearly previews information to follow. 910.WI.b4 - Select relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate for the audience. 910.WI.c1 - Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing. 910.WI.d1 - Use precise language and domain-specific vocabulary to manage the complexity of the topic. 910.WI.d2 - Maintain a consistent style and voice throughout writing. 910.WI.e1 - Provide a concluding statement or section that follows from and supports the information or explanation presented.	

	vocabulary to manage the complexity of the topic. E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	910.WI.f3 - Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, descriptive details that support the main ideas.	
Writing: Texts Types & Purposes	910.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. B. Use narrative techniques such as dialogue, pacing, description, reflection, and multiple plot lines to develop experiences,	910.WL.b1 - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple points of view. 910.WL.b2 - Engage and orient the reader to the narrator and/or characters. 910.WL.e1 - Produce a narrative with dialogue that advances the plot or theme (e.g., reveals character motivation, feelings, thoughts, or how the character has changed perspectives). 910.WL.c3 - Include plot techniques and pacing (e.g., flashback, foreshadowing, suspense) as appropriate in writing. 910.WL.c2 - Sequence	

	events, and/or characters. C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	events so that they build on one another to create a coherent whole. 910.WL.c1 - Create a smooth progression of experiences or events. 910.WL.d1 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 910.WL.o1 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
Writing: Production & Distribution of Writing	910.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	910.WI.f1 - Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform), or audience (e.g., reader). 910.WL.p1 - Produce a clear coherent permanent product that is appropriate to the specific task, purpose (e.g., to entertain), or audience.	
Writing: Production & Distribution of Writing	910.W.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	910.WI.b1 - Develop a plan for writing (e.g., determine the topic, gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience.	

	and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades nine and ten.)	910.WL.a1 - With guidance and support from peers and adults, develop a plan for writing (e.g., choose a topic, introduce story elements, develop storyline, conclude story). 910.WP.b2 - Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop a claim, develop a counter claim, conclude argument). 910.WI.f2 - Strengthen writing by revising and editing. 910.WL.p2 - Strengthen writing by revising and editing (e.g., review product, strengthening story).	
Writing: Production & Distribution of Writing	910.W.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.	910.WA1 - Use technology to produce and publish writing. (e.g., use the internet to gather information, for word processing, and to generate and collaborate on writing).	
Writing: Research to Build & Present Knowledge	910.W.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	910.WI.a4 - Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic, locate information on a	

	when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	topic, organize information related to the topic, and draft a permanent product).	
Writing: Research to Build & Present Knowledge	910.W.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. A. Include footnotes and endnotes. (CA)	910.WI.a1 - Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic from authoritative print and/or digital sources. 910.WP.b1 - Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources. 910.WI.a2 - Integrate information presented by others into the writing product while avoiding plagiarism. 910.WI.a3 - Use a standard format to write citations.	
Writing: Research to Build & Present Knowledge	910.W.9 - Draw evidence from literary or informational texts to support analysis, reflection, and research. A. Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work"). B. Apply grades 9–10 Reading standards to	910.WA2 - Provide evidence from literary or information texts to support analysis, reflection, and research. 910.WP.a2 - Evaluate an argument within a text to determine if reasoning is valid, reasoning is accurate, evidence is relevant, and evidence is sufficient.	

	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").		
Writing: Range of Writing	910.W.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.	(None)	

Speaking & Listening

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Speaking & Listening: Comprehension & Collaboration	910.SL.1 - Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade-appropriate topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. A. Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring	910.HD.h1 - Work with peers to set rules for collegial discussions and decision-making. 910.HD.h2 - Actively seek the ideas or opinions of others in a discussion on a given topic or text. 910.HD.h3 - Engage appropriately in discussion with others who have a diverse or divergent perspective. 910.HD.b1 - Clarify, verify, or challenge ideas and conclusions	

	to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. B. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. C. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. D. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding, and make new connections in light of the evidence and reasoning presented.	within a discussion on a given topic or text. 910.HD.b2 - Summarize points of agreement and disagreement within a discussion on a given topic or text. 910.HD.b3 - Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	
Speaking & Listening: Comprehension & Collaboration	910.SL.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.	910.HD.c1 - Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	

Speaking & Listening: Comprehension & Collaboration	910.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	910.RI.f3 - Determine the speaker's point of view or purpose in a text. 910.RI.f4 - Determine what arguments the speaker makes. 910.RI.f5 - Evaluate the evidence used to make the argument. 910.WP.a1 - Evaluate a speaker's point of view, reasoning, and use of evidence for false statements, faulty reasoning or exaggeration.	
Speaking & Listening: Presentation of Knowledge & Ideas	910.SL.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. A. Plan and deliver an informative or explanatory presentation that presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain-specific vocabulary, and provides a conclusion that summarizes the main points. (CA) B. Plan, memorize, and	910.WI.f3 - Report on a topic using a logical sequence of ideas, appropriate facts and relevant, and descriptive details that support the main ideas.	

	present a recitation (e.g., poem, selection from a speech, or dramatic soliloquy) that conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (CA)		
Speaking & Listening: Presentation of Knowledge & Ideas	910.SL.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.	910.WA.3 - Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
Speaking & Listening: Presentation of Knowledge & Ideas	910.SL.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.)	(None)	

Language

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Language: Conventions of Standard English	910.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	910.WA.4 - Use parallel	

	A. Use parallel structure. B. 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.	structure (e.g., when using gerunds [-ing], infinitives, or voice [active or passive]) within writing. 910.WA.5 - Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent, noun, relative, adverbial) to convey meaning and add interest to writing.	
Language: Conventions of Standard English	910.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. B. Use a colon to introduce a list or quotation. C. Spell correctly.	910.WA.6 - Use a semicolon (i.e., link two or more related independent clauses) and/or colon (i.e., to introduce a list or quotation) appropriately in writing. 910.WA.7 - Spell correctly in writing.	
Language: Knowledge of Language	910.L.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. A. Write and edit work so that it conforms to	910.WA.8 - Write and edit work to conform to guidelines in a style manual.	

	the guidelines in a style manual (e.g., MLA Handbook or Turabian's Manual for Writers) appropriate for the discipline and writing type.		
Language: Vocabulary Acquisition and Use	910.L.4 - Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade-appropriate reading and content, choosing flexibly from a range of strategies. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). Continue to apply knowledge of Greek and Latin roots and affixes. (CA) C. 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	910.RWL.b1 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase. 910.RWL.a2 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word. 910.RWL.a1 - Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	

	etymology. D. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
Language: Vocabulary Acquisition and Use	910.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.	910.RWL.d1 - Identify an oxymoron in a text. 910.RWL.c1 - Identify the denotation for a known word. 910.RL.d2 - Interpret how literary devices advance the plot and affect the tone or pacing of a work. 910.RWL.d2 - Interpret figures of speech in context. 910.RWL.c2 - Explain differences or changes in the meaning of words with similar denotations.	
Language: Vocabulary Acquisition and Use	910.L.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.	910.WA.10 - Use grade-appropriate general academic and domain-specific words and phrases accurately within writing. 910.RWL.b2 - Use newly acquired domain-specific words and phrases accurately.	

11th–12th Grade

Reading: Literature

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Literature: Key Ideas & Details	1112.RL.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 matter uncertain.	1112.RL.b1 - Use two or more pieces of evidence to support inferences, conclusions, or summaries of the plot, purpose, or theme within a text. 1112.RL.b2 - Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries or text. 1112.RL.b3 - Use evidence to support conclusions about ideas not explicitly stated in the text.	Identify a summary of the plot of a literary text.
Reading Literature: Key Ideas & Details	1112.RL.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.	1112.RL.c1 - Determine two or more themes or central ideas of an adapted grade appropriate text. 1112.RL.c2 - Determine how the theme develops. 1112.RL.c3 - Provide/create an objective summary of a text.	
Reading Literature: Key Ideas & Details	1112.RL.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	1112.RL.c4 - Analyze the author's choices about what is developed and included in the text and what is not developed and included related to story elements.	

	the action is ordered, how the characters are introduced and developed)	1112.RL.c5 - Analyze author's choices about how to relate elements of the story (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	
Reading Literature: Craft and Structure	1112.RL.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.	1112.RWL.d3 - Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings	
Reading Literature: Craft and Structure	1112.RL.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.	1112.RL.d1 - 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.	Identify elements of a story's plot (e.g., exposition, rising action, climax, falling action, resolution).
Reading Literature: Craft and Structure	1112.RL.6 - Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	1112.RL.d2 - Define satire, sarcasm, irony. 1112.RL.d3 - Differentiate from what is directly stated in a text from what is meant.	
Reading Literature:	1112.RL.7 - Analyze multiple interpretations	1112.RL.e1 - Analyze multiple interpretations	

Integration of Knowledge & Ideas	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.	of a story, drama, or poem (e.g., recorded or live productions of a play or recorded novel or poetry evaluating how each version interprets the source text).	
Reading Literature: Integration of Knowledge & Ideas	1112.RL.8 - (Not applicable to literature)		
Reading Literature: Integration of Knowledge & Ideas	1112.RL.9 - Demonstrate knowledge of eighteenth-, nineteenth-, and early twentieth-century foundational words of American literature, including how two or more texts from the same period treat similar themes or topics.	1112.RL.f1 - 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 (historical reflection, social, morals).	
Reading Literature: Range of Reading & Level of Text Complexity	1112.RL.10 - Read and comprehend complex literary and informational texts independently and proficiently.	1112.HD.a1 - Read or be read to a variety of texts or adapted texts including historical novels, periodicals, classical dramas or play, poetry, novels written by international authors, fiction and nonfiction novels. 1112.HD.e1 - Independently read challenging grade appropriate texts or grade appropriate adapted texts.	

		1112.RL.a1 - Use a variety of strategies to derive meaning from a variety of texts.	

Reading: Informational Text

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Reading Informational Text: Key Ideas & Details	1112.RI.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 matter uncertain.	1112.RI.b1 - Use two or more pieces of evidence to support inferences, conclusions, or summaries or text. 1112.RI.b2 - Determine which piece(s) of evidence provide the strongest support for inferences, conclusions, or summaries in a text	Identify a conclusion from an informational text.
Reading Informational Text: Key Ideas & Details	1112.RI.2 - Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	1112.RI.b3 - Determine two or more central ideas of a text. 1112.RI.b4 - Determine how the central ideas develop. 1112.RI.b5 - Determine how key details support the development of the central idea of a text. 1112.RI.b6 - Provide/create an objective summary of a text.	Identify the central idea or key detail of a text.
Reading Informational Text: Key Ideas & Details	1112.RI.3 - Analyze a complex set of ideas or sequences of events and explain how specific individuals, ideas, or events interact and develop over the	1112.RI.c1 - Analyze key points throughout a text to determine the organizational pattern or text structure. 1112.RI.c2 - Analyze a	

	course of the text.	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.	
Reading Informational Text: Craft and Structure	1112.RI.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).	1112.RWL.d3 - Determine the meaning of words and phrases as they are used in a text including figurative (i.e., metaphors, similes, and idioms) and connotative meanings.	
Reading Informational Text: Craft and Structure	1112.RI.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.	1112.RI.c3 - Analyze the structure an author uses in his or her exposition or argument. 1112.RI.c4 - Evaluate the effectiveness of the structure an author uses in his or her exposition or argument, to determine whether the structure makes points clear, convincing.	
Reading Informational Text: Craft and Structure	1112.RI.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.	1112.RI.d1 - Determine the author's point of view or purpose in a text. 1112.RI.d2 - Determine what arguments the author makes. 1112.RI.d3 - Determine/identify the specific language/words that the author uses that contribute to the power, persuasiveness, or beauty of the text.	Identify what an author tells about a topic. Identify a word or words used to describe a person, place,

		1112.RWL.c3 - Develop and explain ideas for why authors made specific word choices within text.	thing, action or event in a text (e.g., EDL grade 8 or 9).
Reading Informational Text: Integration of Knowledge and Ideas	1112.RI.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.	1112.RI.e1 - 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.	Locate information within a text related to a given topic.
Reading Informational Text: Integration of Knowledge and Ideas	1112.RI.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).	1112.RI.d4 - Identify claims made by the author as being fact or opinion. 1112.RI.d5 - Distinguish reliable sources from non-reliable. 1112.RI.d6 - Evaluate the premises, purposes, argument that the author makes. 1112.RI.f1 - Delineate the premises, purposes, argument and specific claims in two or more texts on related topics. 1112.RI.f2 - Assess the validity of the premises, purposes, arguments across texts on related topics.	
Reading Informational Text: Integration of Knowledge and Ideas	1112.RI.9 - Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the	1112.RI.e2 - Identify central ideas and concepts in 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).	

	Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	1112.RI.e3 - 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), address similar central ideas.	
Reading Informational Text: Range of Reading & Level of Text Complexity	1112.RI.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. By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11— CCR text complexity band independently and proficiently	1112.HD.a1 - Read or be read to a variety of texts including historical novels, periodicals, classical dramas or plays, poetry, novels written by international authors, fiction and nonfiction novels. 1112.HD.e1 - Independently read challenging grade appropriate texts. 1112.RI.a1 - Use a variety of strategies to derive meaning from a variety of print/non-print texts.	

Writing

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Writing: Texts Types & Purposes	1112.W.1 - Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. A. Introduce precise,	1112.WP.b3 - Introduce claim(s) for an argument that reflects knowledge of the topic. 1112.WP.b4 - Use context or related text to establish the significance of the	

	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. B. 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. C. 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. D. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. E. Provide a concluding statement or section that follows from and supports the argument presented.	claim(s). 1112.WP.b5 - Identify claim(s) from alternate or opposing claim(s) in writing. 1112.WP.b6 - Create a writing organizational structure (e.g., introduce claims, distinguish supporting and opposing claims and relevant evidence for each, provides conclusion) logically sequencing claim(s), counterclaims, reason, and evidence. 1112.WP.b7 - Select the most relevant evidence for claim(s) and counterclaim(s) for use in writing. 1112.WP.c1 - Develop clear claim(s) with the most relevant evidence for a topic or text. 1112.WP.c2 - Use words, phrases, and clauses to create cohesion within writing. 1112.WP.c3 - Use words, phrases, and clauses to clarify the relationship among claims, counterclaims, reasons, and evidence. 1112.WP.d1 - Maintain a consistent style and voice throughout writing. 1112.WP.e1 - Provide a concluding statement or section that supports the argument presented by stating the	

		significance of the claim and/or presenting next steps related to the topic.	
Writing: Texts Types & Purposes	1112.W.2 - Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. A. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aid comprehension. B. Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. C. Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.	1112.WI.b2 - Create an organizational structure for writing that groups information logically (e.g., cause/effect, compare/contrast, descriptions and examples), to support paragraph focus. 1112.WI.b3 - Write an introduction that clearly previews information to follow. 1112.WI.b4 - Select the facts, extended definitions, concrete details, quotations, or other information and examples that are most relevant to the focus and appropriate for the audience. 1112.WI.c1 - Use transitional words, phrases, and clauses that connect ideas and create cohesion within writing. 1112.WI.d1 - Use precise language, domain-specific vocabulary to manage the complexity of the topic. 1112.WI.d2 - Maintain a consistent style and voice throughout writing. 1112.WI.e1 = Provide a concluding statement or section that follows from and supports the	

	D. Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. E. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. F. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).	information or explanation presented. 1112.WI.f3 - Report on a topic using a logical sequence of ideas, appropriate facts, and relevant, and descriptive details which support the main ideas.	
Writing: Texts Types & Purposes	1112.W.3 - Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. A. 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.	1112.WL.b1 - Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s)of view. 1112.WL.b2 - Engage and orient the reader to the narrator and/or characters. 1112.WL.e1 - Produce a narrative that includes dialogue that advances the plot of theme (e.g., reveals character motivation, feelings, thoughts, how characters have changed perspectives). 1112.WL.c3 - Include plot techniques and pacing	

	B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. C. Use a variety of techniques to sequence events so that they build one another to create a coherent whole and build towards a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. E. Provide a conclusion that follows from and reflect on what is experienced, observed, or resolved over the course of the narrative.	(e.g., flashback, foreshadowing, suspense) as appropriate in writing. 1112.WL.c2 - 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). 1112.WL.c1 - Create a smooth progression of experiences or events. 1112.WL.d1 - Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. 1112.WL.o1 - Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	
Writing: Production & Distribution of Writing	1112.W.4 - Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	1112.WI.f1 - Produce a clear coherent permanent product that is appropriate to the specific task (e.g., topic), purpose (e.g., to inform, to entertain, to persuade), or audience (e.g., reader).	
Writing: Production & Distribution of	1112.W.5 - Develop and strengthen writing as needed by planning,	1112.WI.b1 - Develop a plan for writing (e.g., determine the topic,	

Writing	revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Editing conventions should demonstrate command of language standards 1-3 up to and including grades 11-12.	gather information, develop the topic, provide a meaningful conclusion) focused on a specific purpose and audience. 1112.WL.a1 - Develop a plan for writing (e.g., choose a topic introduce story elements, develop storyline, conclude story). 1112.WP.b2 - Develop a plan for writing (e.g., choose a topic, introduce argument topic, develop claim, develop a counter claim, conclude argument). 1112.WI.f2 - Strengthen writing by revising and editing. 1112.WL.p2 - Strengthen writing by revising and editing (e.g., review product, strengthening story).	
Writing: Production & Distribution of Writing	1112.W.6 - Use technology, including the internet, to produce, publish, and update our individual or shared writing products in response to ongoing feedback, including new arguments or information.	1112.WA.1 - Use technology to produce and publish writing (e.g., use internet to gather information, word processing to generate and collaborate on writing).	
Writing: Research to Build & Present Knowledge	1112.W.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	1112.WI.a4 - Follow steps to complete a short or sustained research project to build knowledge on a topic or text, answer a question and/or solve a problem (e.g., determine topic,	

	broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	locating information on a topic, organizing information related to the topic, drafting a permanent product).	
Writing: Research to Build & Present Knowledge	1112.W.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.	1112.WI.a1 - Gather (e.g., highlight, quote, or paraphrase from source) relevant information about the topic or text from authoritative print and/or digital sources. 1112.WP.b1 - Gather relevant information about the topic or text and stated claim from authoritative print and/or digital sources. 1112.WI.a2 - Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism. 1112.WP.b8 - Integrate information presented by others which is determined to be the most appropriate for the task, purpose, and audience into the writing product while avoiding plagiarism. 1112.WI.a3 - Use a standard format to write citations.	
Writing: Research to Build & Present Knowledge	1112.W.9 - Draw evidence from literary or informational texts to support analysis,	1112.WA2 - Provide evidence from literary or information texts to support analysis,	

	reflection, and research. A. Apply grades 11-12 reading standards to literature (e.g., demonstrate knowledge of eighteenth-, nineteenth- and early twentieth-century foundational works on American literature, including how two or more texts from the same period treat similar themes or topics). B. Apply grades 11-12 reading standards to literary nonfiction (e.g., delineate and evaluate the reasoning in seminal US tests including the application of constitutional principles and use of legal reasoning [e.g., in US Supreme Court Case majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential address]”).	reflection, and research. 1112.WP.a2 - Evaluate an argument within a seminal text or adapted text to determine if reasoning is valid; reasoning is accurate; evidence is relevant; and evidence is sufficient.	
Writing: Range of Writing	1112.W.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.	(None)	

Speaking & Listening

Standards for English Language Arts	CCSS	CCCs	Essential Understandings
Speaking & Listening: Comprehension & Collaboration	1112.SL.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. A. Come to discussions prepared, having read and researched material understudy; 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. B. Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. C. Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify,	1112.HD.h1 - Work with peers to promote democratic discussions. 1112.HD.h2 - Actively seek the ideas or opinions of others in a discussion on a given topic or text. 1112.HD.b1 - Consider a full range of ideas or positions on a given topic or text when presented in a discussion. 1112.HD.h3 - Engage appropriately in discussion with others who have a diverse of divergent perspectives. 1112.HD.b2 Clarify, verify, or challenge ideas and conclusions within a discussion on a given topic or text. 1112.HD.b3 - Summarize points of agreement and disagreement within a discussion on a given topic or text. 1112.HD.b4 Use evidence and reasoning presented in discussion on topic or text to make new connections with own view or understanding.	

	or challenge ideas and conclusions; and promote divergent and creative perspectives. D. 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.		
Speaking & Listening: Comprehension & Collaboration	1112.SL.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.	1112.HD.c1 - Analyze credibility of sources and accuracy of information presented in social media regarding a given topic or text.	
Speaking & Listening: Comprehension & Collaboration	1112.SL.3 - Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choices, points of emphasis, and tone used.	1112.RI.f3 - Determine the speaker's point of view or purpose in a text. 1112.RI.f4 - Determine what arguments the speaker makes. 1112.RI.f5 - Evaluate the evidence used to make the speaker's argument. 1112.WP.a1 - Evaluate a speaker's point of view, reasoning, use of evidence, and rhetoric	

		for ideas, relationship between claims, reasoning, and evidence, and word choice.	
Speaking & Listening: Presentation of Knowledge & Ideas	1112.SL.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.	1112.WI.f3 - Report on a topic, using a logical sequence of ideas, appropriate facts and relevant, and descriptive details which support the main ideas.	
Speaking & Listening: Presentation of Knowledge & Ideas	1112.SL.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.	1112.WA.3 - Include digital or multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.	
Speaking & Listening: Presentation of Knowledge & Ideas	1112.SL.6 - Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.	(None)	

Language

Standards for English Language	CCSS	CCCs	Essential Understandings

Arts			
Language: Conventions of Standard English	1112.L.1 - Demonstrate command of the conventions of standard English grammar and usage when writing or speaking. A. Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. B. Resolve issues of complex or contested usage, consulting references (e.g., Merrian-Webster's Dictionary of English Usage, Garner's Modern American English) as needed.	(None)	
Language: Conventions of Standard English	1112.L.2 - Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. A. Observe hyphenation conventions. B. Spell correctly.	1112.WA.4 - Use hyphenation conventions. 1112.WA.5 - Spell correctly in writing.	
Language: Knowledge of Language	1112.L.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. A. Vary syntax for effect,	1112.WA.7 - Write and edit work to conform to guidelines in a style manual. 1112.WA.6 - Vary syntax within writing 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.		
Language: Vocabulary Acquisition and Use	1112.L.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. A. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). C. 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, its etymology, or its standard usage. D. Verify the preliminary determinations of the meaning of a word or	1112.RWL.b1 - Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position in a sentence) as a clue to the meaning of a word or phrase. 1112.RWL.a2 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the synonym for a word. 1112.RWL.a3 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the precise meaning of a word. 1112.RWL.a4 - Consult reference materials (e.g., dictionaries, glossaries, thesauruses) to find the part of speech for a word. 1112.RWL.a1 - Verify the prediction of the meaning of a new word or phrase (e.g., by checking a dictionary).	Use context as a clue to determine the meaning of a word in text (e.g., EDL grade 8 or 9).

	phrase (e.g., by checking the inferred meaning in context or in a dictionary).		
Language: Vocabulary Acquisition and Use	1112.L.5 - Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. A. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. B. Analyze nuances in the meaning of words with similar denotations.	1112.RWL.d1 - Identify hyperbole in a text. 1112.RWL.c1 - Identify the denotation for a known word. 1112.RL.d4 - Interpret how literary devices advance the plot, affect the tone or pacing of a work. 1112.RWL.d2 - Interpret figures of speech in context. 1112.RWL.c2 - Explain differences or changes in the meaning of words with similar denotations.	
Language: Vocabulary Acquisition and Use	1112.L.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.	1112.WA.8 - Use grade appropriate general academic and domain-specific words and phrases accurately within writing. 1112.RWL.b2 - Use newly acquired domain-specific words and phrases accurately.	