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2016 Furniture Design & Manufacturing

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

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Standards

Standards are superscripted in each unit and are referenced in the appendices. Standards in the Furniture Design and Manufacturing Curriculum Framework and Supporting Materials are based on the following:

Common Career Technical Core Standards for the Manufacturing Career Cluster
The Common Career Technical Core (CCTC) is a state-led initiative coordinated by the National Association of State Directors of Career Technical Education/National career Technology Education Foundation (NASDCTEc/NCTEF) to establish a set of rigorous, high-quality standards for Career Technical Education (CTE) that states can adopt. A diverse group of teachers, business and industry experts, administrators and researchers helped guide the development of the CCTC from beginning to end to ensure CTE students will have the knowledge and skills to thrive in a global economy. The Furniture Design and Manufacturing Curriculum will be aligned to the CCTC Standards for the Manufacturing Cluster.

© Copyright 2012. National Association of State Directors of Career Technical Education/National Career Technical Education Foundation (NASDCTEc/NCTEF). All rights reserved. Retrieved from http://www.careertech.org/CCTC.

College and Career-Ready Standards
The College and Career-Ready Standards emphasize critical thinking, teamwork and problem-solving skills. Students will learn the skills and abilities demanded by the workforce of today and the future. Mississippi adopted Mississippi College- and Career-Ready Standards (MCCRS) because they provide a consistent, clear understanding of what students are expected to learn so that teachers and parents know what they need to do to help them. Reprinted from http://www.mde.k12.ms.us/MCCRS

International Society for Technology in Education Standards (ISTE)
Reprinted with permission from *National Educational Technology Standards for Students: Connecting Curriculum and Technology*, Copyright 2007, International Society for Technology in Education (ISTE), 800.336.5191 (U.S. and Canada) or 541.302.3777 (International), iste@iste.org, www.iste.org. All rights reserved. Permission does not constitute an endorsement by ISTE.

21st Century Skills and Information and Communication Technologies Literacy Standards
In defining 21st-century learning, the Partnership for 21st Century Skills has embraced five content and skill areas that represent the essential knowledge for the 21st century: global awareness; civic engagement; financial, economic, and business literacy; learning skills that encompass problem-solving, critical-thinking, and self-directional skills; and information and communication technology (ICT) literacy.

Preface

Secondary career and technical education programs in Mississippi face many challenges resulting from sweeping educational reforms at the national and state levels. Schools and teachers are increasingly being held accountable for providing true learning activities to every student in the classroom. This accountability is measured through increased requirements for mastery and attainment of competency as documented through both formative and summative assessments.

The courses in this document reflect the statutory requirements as found in Section 37-3-49, *Mississippi Code of 1972*, as amended (Section 37-3-46). In addition, this curriculum reflects guidelines imposed by federal and state mandates (Laws, 1988, Ch. 487, §14; Laws, 1991, Ch. 423, §1; Laws, 1992, Ch. 519, §4 eff. from and after July 1, 1992; Carl D. Perkins Vocational Education Act IV, 2007; and No Child Left Behind Act of 2001).

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Mississippi Teacher Professional Resources

The following are resources for Mississippi teachers.

Curriculum, Assessment, Professional Learning, and other program resources can be found at The Research and Curriculum Unit's website: http://www.rcu.msstate.edu

Learning Management System: An online resource

Learning Management System information can be found at the RCU's website, under Professional Learning.

Should you need additional instructions, please call 662.325.2510.

Executive Summary

Pathway Description
Furniture Design & Manufacturing is an instructional program designed to provide entry-level skills for students to become employed in the industry of upholstered furniture making, including skills in operation and care of tools, furniture styles, frame making, upholstery, sewing, and basic educational skills that are essential to the successful performance in this industry.

Assessment
The latest assessment blueprint for the curriculum can be found at
http://www.rcu.msstate.edu/Curriculum/CurriculumDownload.aspx

Student Prerequisites
In order for students to be able to experience success in the program, the following student prerequisites are suggested:

1. C or higher in English (the previous year)
2. C or higher in Math (last course taken or the instructor can specify the math)
3. Instructor Approval and TABE Reading Score (eighth grade or higher)

or

1. TABE Reading Score (eighth grade or higher)
2. Instructor Approval

or

1. Instructor Approval

Teacher Licensure
The latest teacher licensure information can be found at
http://www.mde.k12.ms.us/educator-licensure

Professional Learning
If you have specific questions about the content of any of training sessions provided, please contact the Research and Curriculum Unit at 662.325.2510
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Course Outlines

Option 1—Four One-Carnegie-Unit Courses
This curriculum consists of four one-credit courses, which should be completed in the following sequence:

1. **Furniture Design and Manufacturing I– Course Code: 993502**

2. **Furniture Design and Manufacturing II– Course Code: 993503**

3. **Furniture Design and Manufacturing III– Course Code: 993504**

4. **Furniture Design and Manufacturing IV– Course Code: 993505**

Course Description: Furniture Design and Manufacturing I
This course is an introduction to furniture manufacturing. Other topics covered include safety, tool and equipment identification and use, measurements, patterns and layouts, and cutting and assembling frames. This course is requisite to Furniture Design and Manufacturing II.

Course Description: Furniture Design and Manufacturing II
This course is a continuation of Furniture Design and Manufacturing I. Topics covered include measuring, laying out, and cutting fabrics, sewing procedures, and furniture upholstering. This course is requisite to Furniture Design and Manufacturing III.

Course Description: Furniture Design and Manufacturing III
This course is a continuation of Furniture Design and Manufacturing II. Topics covered include furniture padding, hardware, and support system components; advanced furniture frame patterns and layout; cutting and assembling frames; measuring, laying out, and cutting fabrics. This course is requisite to Furniture Design and Manufacturing IV.

Course Description: Furniture Design and Manufacturing IV
This course is a continuation of Furniture Design and Manufacturing III. Topics include applying a working drawing and preparing a bill of materials.

Furniture Design and Manufacturing I —Course Code: 993502

Unit	Unit Name	Hours
1	Introduction to Furniture Manufacturing	10
2	General Safety	10
3	Tool and Equipment Identification and Use	30
4	Measurement	10
5	Furniture Frame Patterns and Layout I	25
6	Cutting and Assembling Frames I	25
Total		110

Furniture Design and Manufacturing II—Course Code: 993503

Unit	Unit Name	Hours
7	Measure, Layout, and Cut Fabrics I	25
8	Sewing Procedures I	25
9	Furniture Upholstering I	40
10	Special Topics in Furniture Manufacturing & Upholstering I	22.5
Total		112.5

Furniture Design and Manufacturing III —Course Code: 993504

Unit	Unit Name	Hours
11	Review of General Safety	5
12	Furniture Upholstery Tools	10
13	Furniture Padding, Hardware, and Support System Components	20
14	Furniture Frame Patterns and Layout II	30
15	Cutting and Assembling Frames II	30
16	Measure, Layout, and Cut Fabrics	30
Total		125

Furniture Design and Manufacturing IV—Course Code: 993505

Unit	Unit Name	Hours
17	Sewing Procedures II	30
18	Furniture Upholstery II	45
19	Special Topics in Furniture Manufacturing & Upholstering II	22.5
Total		97.5

Option 2—Two Two-Carnegie-Unit Courses

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

1. **Furniture Manufacturing & Upholstery I —Course Code: 993500**

2. **Furniture Manufacturing & Upholstery II —Course Code: 993501**

Course Description: Furniture Manufacturing & Upholstery I
Furniture Manufacturing & Upholstering I is the entry level course of the secondary Furniture Manufacturing & Upholstering program. Students in this course will gain foundation competencies related to orientation, safety, leadership, tool and equipment identification and use, measurement, furniture frame patterns and layout, cutting and assembling frames, and special topics in furniture manufacturing and upholstery. This course is requisite to Furniture Manufacturing and Upholstery II.

Course Description: Furniture Manufacturing & Upholstery II
Furniture Manufacturing & Upholstering II is the exit level course of the secondary Furniture Manufacturing & Upholstering program. Students in this course will gain additional skills related to upholstery tools; furniture padding, hardware and support system components; measurement, layout, and cutting of fabrics; sewing procedures, furniture upholstery; and special topics in furniture manufacturing and upholstery.

Furniture Manufacturing & Upholstery I —Course Code: 993500

Unit	Unit Name	Hours
1	Introduction to Furniture Manufacturing	10
2	General Safety	10
3	Tool and Equipment Identification and Use	30
4	Measurement	10
5	Furniture Frame Patterns and Layout I	25
6	Cutting and Assembling Frames I	25
7	Measure, Lay out, and Cut Fabrics I	25
8	Sewing Procedures I	25
9	Furniture Upholstery I	40
10	Special Topics in Furniture Manufacturing & Upholstering I	22.5
Total		222.5

Furniture Manufacturing & Upholstery II —Course Code: 993501

Unit	Unit Name	Hours
11	Review of General Safety	5
12	Furniture Upholstery Tools	10
13	Furniture Padding, Hardware, and Support System Components	20
14	Furniture Frame Patterns and Layout II	30
15	Cutting and Assembling Frames II	30
16	Measure, Layout, and Cut Fabrics II	30

17	Sewing Procedures II	30
18	Furniture Upholstery II	45
19	Special Topics in Furniture Manufacturing & Upholstering II	22.5
Total		222.5

Research Synopsis

Introduction

Manufacturing is a vital industry in Mississippi, and manufacturing jobs in the state are projected to remain stable over the next ten years. Manufacturing in general employs nearly 12 percent of the workforce in the state. Furniture manufacturing, the largest manufacturing industry in Mississippi, accounts for over 18,000 jobs and about 70,000 indirect and induced jobs. Mississippi manufactures and ships more upholstered furniture than any other state in the nation (Mississippi Department of Employment Securities, 2014). Other countries, such as China, regard furniture products made in the U.S. as being of the highest quality, thus providing Mississippi furniture manufactures an opportunity to develop export markets and expand export sales (Franklin Funiture Institute of Mississippi State University, 2013). North Mississippi has the highest concentration of furniture manufacturers in the state (Seddon, 2014).

Needs of the Future Workforce

Furniture manufacturing jobs in the United States are expected to decrease over the next 10 years, however, furniture manufacturing jobs in Mississippi are expected to increase. Although the number of upholsterers in Mississippi is projected to decrease by 2020, the occupational projections data indicates an annual demand of 100 upholsterers for both new positions and for replacing those who leave or change occupations (Mississippi Department of Employment Securities, 2012). Employment opportunities for occupations related to furniture manufacturing are listed below.

Table 1.1: Current and Projected Occupation Report

Description	**Jobs, 2010**	**Projected Jobs, 2020**	**Change (Number)**	**Change (Percent)**	**Average Hourly Earning**
Upholsterers	3,730	3,590	-140	-3.8	
Furniture and Related Product Manufacturing	18,110	18,710	600	3.3	$15.19
Furniture Finishers	70	70	0	0.0	$12.95
Cabinetmakers and Bench Carpenters	1,250	1,460	210	16.8	$12.85
Textile, Apparel, and Furnishings Workers, All Other	80	80	0	0.0	$13.06
Carpenters	4,620	4,830	210	4.5	$16.05
First-Line Supervisors of Production and Operating Workers	6,160	6,230	70	1.1	$24.17

Source: Mississippi Department of Employment Security; www.mdes.ms.gov (accessed August 5, 2014).

Perkins IV Requirements

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Curriculum Content

Summary of Standards

The standards to be included in the Furniture Design & Manufacturing curriculum are the Common Career Technical Core Standards, College and Career Readiness Standards for English Language Arts and Mathematics, 21st Century Skills, and the National Educational Technology Standards (NETS) for Students. Combining these standards to create this document will result in highly skilled, well-rounded students who are prepared to enter a secondary academic or career and technical program of study. They will also be prepared to academically compete nationally as the College and Career Readiness Standards are designed to prep students for success in community colleges, Institutions of Higher Learning and careers.

Academic Infusion

The Furniture Design & Manufacturing curriculum is tied to the College and Career Readiness Standards for English Language Arts and Mathematics. The curriculum provides multiple opportunities for students to apply and reinforce the core academic skills required in the workforce and to further their education at the postsecondary level. Students will apply mathematical reasoning, critical thinking, and problem-solving techniques to work-related problems as they progress through the program. Students will also be required to locate, synthesize, and use information from charts, tables, forms, diagrams, and instrument gauges. Students will sharpen their reading comprehension skills as they locate and interpret written information. The location of the College and Career Readiness standards for each unit is located in Appendix E.

Transition to Postsecondary Education

The latest articulation information for Secondary to Postsecondary can be found at the Mississippi Community College Board (MCCB) website http://www.mccb.edu/

Best Practices

Innovative Instructional Technologies

Recognizing that today's students are digital learners, the classroom should be equipped with tools that will teach them in the way they need to learn. The Furniture Design and Manufacturing curriculum includes teaching strategies that incorporate current technology. Each classroom should incorporate one teacher desktop or laptop as well as student computers in a networked environment. Each classroom should be equipped with an interactive white board and projector, intensifying the interaction between students and teachers during class. Teachers are encouraged to make use of the latest online communication tools such as wikis, blogs, and podcasts. They are also encouraged to teach using the content-delivery system Canvas, which introduces students to education in an online environment and places the responsibility of learning on the student.

Formative Assessment

Formative assessments, or assessments *for* learning, are part of the learning process and do need to be graded (like summative assessments or assessments *of* learning). In the formative assessment process, teachers check for understanding during classroom instruction and adjust teaching and learning while they are still happening. This also allows students to see what success looks like and gives them the opportunity to do better.

Higher Order Thinking
A main goal of education today is to teach students the skills they need to be critical thinkers. Instead of simply memorizing facts and ideas, students need to engage in higher levels of thinking to reach their fullest potential. Practicing higher order thinking (HOT) skills in the classroom will give students the tools that they need to understand, infer, connect, categorize, synthesize, evaluate, and apply the information they know to find solutions to new and existing problems. Instructional strategies should focus on improving students' higher order thinking competencies, including critical evaluation, creative thinking and reflection on their own thinking. Mastery of higher order thinking skills will also prepare students for the 21st century workplace.

Differentiated Instruction
Differentiation means addressing the needs of academically diverse learners in our increasingly diverse classrooms. The use of multiple instructional strategies is more likely to reach out effectively to varied students than using a single approach to teaching and learning. Teachers are particularly limited when the sole or primary instructional strategy is teacher-centered (such as lecture), or drill-and-practice (such as worksheets). Whether teachers differentiate content, process, products, or the learning environment, the use of ongoing assessment and flexible grouping makes this a successful approach to instruction.

Project-based Learning
Project-based learning is a systematic teaching method that engages students in learning knowledge and skills through authentic or "real-world" projects. Students should be given the opportunity to work relatively autonomously over extended periods of time on activities that culminate in realistic products or presentations.

Cooperative Learning
There is an ever-increasing need for interdependence in all levels of our society. Providing students with the tools to effectively work in a collaborative environment should be a priority. Cooperative Learning is a well-researched instructional strategy and has been reported to be highly successful in the classroom. Using cooperative learning strategies is one way of providing students with a well-defined framework from which to learn from each other while simultaneously learning academic and social skills.

Conclusions
Based on the previous information, the Furniture Manufacturing & Design curriculum will be filled with opportunities to develop workforce skills. Widely used teaching strategies, such as cooperative learning, problem-based learning, and demonstration, will also be included. These will help to prepare students for the hands-on instruction they will likely receive upon entering the workforce. The curriculum document will be updated regularly to reflect the needs of the Furniture Manufacturing & Design workforce.

Professional Organizations

Association for Career and Technical Education (ACTE)
1410 King Street
Alexandria, VA 22314
800.826.9972
http://www.acteonline.org

SkillsUSA
14001 SkillsUSA Way
Leesburg, VA 20176
703.777.8810
FAX: 703.777.8999
http://www.skillsusa.org/

Using This Document

Suggested Time on Task
This section indicates an estimated number of clock hours of instruction that should be required to teach the competencies and objectives of the unit. A minimum of 140 hours of instruction is required for each Carnegie unit credit. The curriculum framework should account for approximately 75–80% of the time in the course.

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

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

References
A list of suggested references is provided for each unit. The list includes some of the primary instructional resources that may be used to teach the competencies and suggested objectives. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

Furniture Manufacturing & Upholstering I
Unit 1: Introduction to Furniture Manfacturing

Competencies and Suggested Objectives
1. Explain the requirements and working conditions for employment in the upholstered furniture manufacturing industry. DOK2, MN 1, MN 4, MN 6 a. Describe employment opportunities in the upholstered furniture industry. b. Describe the education and experience requirements for employment in the upholstered furniture industry. c. Describe earning and working conditions in the upholstered furniture industry. d. Describe employability skills necessary for employment in the furniture manufacturing industry.
2. Explain the local school rules and regulations. DOK2, MN 1, MN 4, MN 6 a. Describe local school rules found in the student handbook. b. Describe the shop and facilities requirements.
3. Describe SkillsUSA activities pertaining to furniture manufacturing. DOK2, MN 1, MN 4, MN 6 a. Describe the purposes of the SkillsUSA organization. b. Describe the leadership development activities of SkillsUSA. c. Describe the personal development activities associated with SkillsUSA. d. Describe the skills competition events available through SkillsUSA.

Unit 2: General Safety

Competencies and Suggested Objectives
1. Explain the safety requirements for upholstered manufacturing.[DOK2, MN 3, MN-PRO 2, MN-PRO 5] a. Describe personal safety rules for working in a shop/lab and industry, including OSHA regulations. b. Describe the general workplace safety rules. c. Describe the proper use of fire extinguishers and classes of fires. d. Identify standard industry Safety Color-Coding System. e. Describe procedures for safely handling heavy objects. f. Describe accident-reporting procedures.
2. Identify hazardous materials that may be found on a job site and describe procedures for handling/avoidance or removal of materials. [DOK2, MN 3, MN-PRO 2, MN-PRO 5] a. Interpret a Material Safety Data Sheet (MSDS). b. Describe the approved storage procedures for flammable materials found in the upholstered furniture shop. c. Describe approved procedures for disposal of hazardous materials.

Unit 3: Tool and Equipment Identification and Use

Competencies and Suggested Objectives
1. Demonstrate use of hand tools found in upholstered furniture manufacturing. DOK3, MN 6, MN-PRO 3, MN-PRO 5 a. Identify hand tools used in frame building. b. Demonstrate use of hand tools used in frame building.
2. Demonstrate use of power tools found in upholstered furniture frame manufacturing. DOK3, MN 6, MN-PRO 3, MN-PRO 5 a. Identify types of air-powered fasteners used in furniture manufacturing. b. Demonstrate the use of air-powered fasteners used in furniture manufacturing. c. Identify power tools used in frame building. d. Demonstrate use of power tools used in frame building. e. Identify machines used in frame building. f. Describe the functions of machines used in frame building. g. Describe the safety rules of each machine used in frame building. h. Demonstrate use of each machine used in frame building. i. Perform maintenance procedures on each machine used in frame building.

Unit 4: Measurement

Competencies and Suggested Objectives
1. Identify types of measuring devices used in furniture manufacturing. DOK2, MN 6 a. Identify types of measuring devices used in furniture manufacturing, including tape measure, rules, squares, and compass. b. Demonstrate ability to use types of measuring devices used in furniture manufacturing, including tape measure, rules, squares, and compass.
2. Perform mathematics essential to furniture manufacturing occupations. DOK3, MN 6 a. Calculate fractions, including addition, subtraction, multiplication, and division. b. Calculate board feet measurements in lumber.

Unit 5: Furniture Frame Patterns and Layout I

Competencies and Suggested Objectives
1. Identify terms and materials commonly used in frame manufacturing. DOK2, MN 6 a. Define terms associated with frame patterns and layout. b. Identify woods to use in different applications on frames.
2. Identify types and styles of upholstered furniture. DOK2, MN 6 a. Describe types of furniture. b. Describe the most common furniture styles.
3. Create a working drawing. DOK2, MN 6 a. Read a working drawing, including dimensions and different features. b. Develop a working drawing, including concept and dimensions using computer technology

Unit 6: Cutting and Assembling Frames I

Competencies and Suggested Objectives
1. Cut frames for upholstered furniture to specifications. DOK3, MN 2, MN 3, MN 5, MN 6, MN-PRO 1, MN-PRO 5, MN-PRO 6 a. Cut parts to length using the radial arm saw. b. Cut parts to width using the table saw. c. Perform scroll cuts using the bandsaw. d. Drill holes for dowel pins with the drill press.
2. Assemble frame parts to specifications using fastening devices. DOK3, MN 2, MN 3, MN 5, MN 6, MN-PRO 1, MN-PRO 5, MN-PRO 6 a. Assemble chair frames. b. Assemble ottoman/foot-stool frames. c. Assemble slipper bench frames.

Unit 7: Measure, Lay Out, and Cut Fabrics I

Competencies and Suggested Objectives
1. Identify parts of furniture being manufactured. DOK2, MN 6, MN-PRO 2, MN-PRO 3, MN-PRO 4, MN-PRO 5 a. Identify parts of upholstered furniture, including front seat, bottom band, inside arm, inside back, back band, outside arm, outside back, and skirt.
2. Measuring parts of furniture. DOK2, MN 6, MN-PRO 2, MN-PRO 3, MN-PRO 4, MN-PRO 5 a. Measure parts of furniture with instruments or gauges to ensure compliance with specifications.
3. Identify fabric-cutting procedures. DOK2, MN 6, MN-PRO 2, MN-PRO 3, MN-PRO 4, MN-PRO 5 a. Lay out fabric. b. Cut the fabric following the required steps.

Unit 8: Sewing Procedures I

Competencies and Suggested Objectives
1. Identify types and basic parts of sewing machines.[DOK2, MN 3, MN 6, MN-PRO 3, MN-PRO 5] a. Identify types of sewing machines. b. Identify basic parts of a sewing machine. c. Describe the functions of each part of a sewing machine.
2. Operate a sewing machine. [DOK3, MN 3, MN 6, MN-PRO 3, MN-PRO 5] a. Perform a sewing procedure, including sewing pull, welting, , zippers, dart, and corners. b. Observe the maintenance procedures for a sewing machine, according to manufacturer's specifications.

Unit 9: Furniture Upholstery I

Competencies and Suggested Objectives
1. Identify the steps in furniture upholstery. DOK1, MN 3, MN 6, MN-PRO 1, MN-PRO 2, MN-PRO 3, MN-PRO 6 a. Identify the steps in basic seat construction. b. Identify the steps in basic arm construction. c. Identify the steps in basic back construction. d. Identify the steps in basic outside trim construction.
2. Perform the steps in furniture upholstery. DOK3, MN 3, MN 6, MN-PRO 1, MN-PRO 2, MN-PRO 3, MN-PRO 6 a. Perform the steps in basic seat construction. b. Perform the steps in basic arm construction. c. Perform the steps in basic back construction. d. Perform the steps in basic outside trim construction.

Unit 10: Special Topics in Furniture Manufacturing & Upholstery I

(NOTE: Competencies and suggested objectives in this unit should be integrated into other instructional units throughout the year. This unit is designed as ongoing and is repeated in both years of the program; however, students should be expected to continually observe and report on current topics.)

Competencies and Suggested Objectives
1. Investigate new and emerging technologies, practices, trends, and issues associated with Furniture Manufacturing & Upholstering. DOK2, MN 1-6, MN-PRO 1-5 a. Recognize new and emerging technologies associated with Furniture Manufacturing & Upholstering. b. Recognize current trends or issues associated with Furniture Manufacturing & Upholstering.
2. Complete school-to-careers activities related to Furniture Manufacturing & Upholstering. DOK2, MN 1-6, MN-PRO 1-5 a. Participate in a school-to-careers activity (shadowing, mentoring, career fair, etc.) related to Furniture Manufacturing & Upholstering. b. Investigate educational opportunities related to Furniture Manufacturing & Upholstering at the postsecondary level. c. Describe national standards and certification/licensing procedures related to Furniture Manufacturing & Upholstering. d. Describe the role of trade organizations, associations, and unions as related to Furniture Manufacturing & Upholstering.
3. Demonstrate related academic skills and workplace skills associated with Furniture Manufacturing & Upholstering. DOK2, MN 1-6, MN-PRO 1-5 a. Complete a cooperative project (paper, presentation, or demonstration) associated with an academic subject and Furniture Manufacturing & Upholstering. b. Practice human relations skills (team participation, client/customer service, leadership, negotiation, working with culturally diverse populations, etc.) related to Furniture Manufacturing & Upholstering. c. Research work ethics and employer expectations of employees in Furniture Manufacturing & Upholstering.
4. Investigate the concepts of quality assurance as related to Furniture Manufacturing & Upholstering. DOK2, MN 1-6, MN-PRO 1-5 a. Describe quality concepts and methods for measuring quality related to Furniture Manufacturing & Upholstering. b. Apply quality concepts in the Furniture Manufacturing & Upholstering laboratory.
5. Examine trends and changes related to Furniture Manufacturing & Upholstering and global economic factors. DOK2, MN 1-6, MN-PRO 1-5 a. Define and discuss the concept of global economics and competition.

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b. Describe global economic factors and competition as related to Furniture Manufacturing & Upholstering.
c. Identify regions and other countries that compete in Furniture Manufacturing & Upholstering.

Furniture Manufacturing & Upholstery II
Unit 11: Review of General Safety

Competencies and Suggested Objectives
1. Review the safety requirements for upholstered manufacturing.[DOK2, MN 3, MN 6, MN-PRO 2, MN-PRO 5] a. Describe personal safety rules for working in a shop/lab and industry, including OSHA regulations. b. Describe the general workplace safety rules. c. Describe the proper use of fire extinguishers and classes of fires. d. Identify standard industry Safety Color-Coding System. e. Describe procedures for safety handling heavy objects. f. Describe accident-reporting procedures.
2. Review hazardous materials that may be found on a job site and describe procedures for handling/avoidance or removal of materials. [DOK2, MN 3, MN 6, MN-PRO 2, MN-PRO 5] a. Interpret a Material Safety Data Sheet (MSDS). b. Describe the approved storage procedures for flammable materials found in the upholstered furniture shop. c. Describe approved procedures for disposal of hazardous materials.

Unit 12: Furniture Upholstery Tools

Competencies and Suggested Objectives
1. Identify furniture upholstery tools and fasteners. DOK1, MN 6, MN-PRO 3, MN-PRO 5 a. Identify types of hammers used in upholstery work. b. Identify types of upholstery needles. c. Identify types of stuffing devices. d. Identify staple fasteners. e. Identify cutting devices.
2. Demonstrate the safe use of furniture upholstery tools. DOK3, MN 6, MN-PRO 3, MN-PRO 5 a. Demonstrate the safe use of upholstery hammers. b. Demonstrate the safe use of upholstery needles. c. Demonstrate the safe use of upholstery stuffing devices. d. Demonstrate the safe use of upholstery staple fasteners. e. Demonstrate the safe use of upholstery cutting devices.

Unit 13: Furniture Padding, Hardware, and Support System Components

Competencies and Suggested Objectives
1. Identify padding and hardware components used in upholstered furniture manufacturing.[DOK2, MN 3, MN 5, MN-PRO 3, MN-PRO 3, MN-PRO 5, MN-PRO 6] a. Describe types of furniture padding and hardware components used in upholstery work. b. Describe factors upon which seating comfort depends, including foam density and spring gauge. c. Compare the properties of padding materials used in upholstered furniture.
2. Apply support system components. [DOK3, MN 3, MN 5, MN-PRO 3, MN-PRO 3, MN-PRO 5, MN-PRO 6] a. Determine the type of springs or support system to be used. b. Install support system components.
3. Apply upholstered furniture padding. [DOK3, MN 3, MN 5, MN-PRO 3, MN-PRO 3, MN-PRO 5, MN-PRO 6] a. Determine the type of padding to be used. b. Transfer the measurements from pattern to padding, according to specifications. c. Cut padding, according to specifications. d. Apply padding to frame and fasten according to specifications.
4. Prepare a bill of materials for the padding, hardware and support system of a sofa. [DOK3, MN 3, MN 5, MN-PRO 3, MN-PRO 3, MN-PRO 5, MN-PRO 6] a. Itemize the materials. b. Determine quantities. c. Determine costs. d. Evaluate cost efficiency of materials by comparison.

Unit 14: Furniture Frame Patterns and Layout II

Competencies and Suggested Objectives
1. Apply a working drawing, including the layout and cutting of materials for a part from a working drawing. DOK3, MN 2, MN 6 a. Demonstrate the process of laying out patterns for the greatest yield. b. Demonstrate the process of laying out patterns and duplicate parts. c. Demonstrate the process of laying out patterns and duplicate parts using computer technology.
2. Prepare a bill of materials for the manufacture of a furniture frame. DOK3, MN 2, MN 6 a. Itemize the materials and supplies. b. Determine quantities. c. Determine costs.

Unit 15: Cutting and Assembling Frames II

Competencies and Suggested Objectives
1. Cut frames for upholstered furniture to specifications. DOK3, MN 2, MN 3, MN 5, MN 6, MN-PRO 1, MN-PRO 5, MN-PRO 6 a. Cut parts to length using the radial arm saw. b. Cut parts to width using the table saw. c. Perform scroll cuts using the bandsaw. d. Drill holes for dowel pins with the drill press. (Unit 6) e. Observe use of CNC equipment in cutting frames.
2. Assemble frame parts to specifications using fastening devices. DOK3, MN 2, MN 3, MN 5, MN 6, MN-PRO 1, MN-PRO 5, MN-PRO 6 a. Assemble sofa and chair frames. b. Assemble recliner frames.

Unit 16: Measure, Lay Out, and Cut Fabrics II

Competencies and Suggested Objectives
1. Identify parts of furniture being manufactured. DOK2, MN 6, MN-PRO 2, MN-PRO 3, MN-PRO 4, MN-PRO 5 a. Identify parts of upholstered furniture, including front seat, bottom band, inside arm, inside back, back band, outside arm, outside back, and skirt. b. Measure parts of furniture.
2. Identify fabric-cutting procedures. DOK2, MN 6, MN-PRO 2, MN-PRO 3, MN-PRO 4, MN-PRO 5 a. Develop a pattern for part layout using computer technology. b. Lay out fabric. c. Cut the fabric following the required steps. d. Observe automated cutting equipment.

Unit 17: Sewing Procedures II

Competencies and Suggested Objectives
1. Identify types and basic parts of sewing machines. DOK2, MN 3, MN 6, MN-PRO 3, MN-PRO 5 a. Identify types of sewing machines. b. Identify basic parts of a sewing machine. c. Describe the functions of each part of a sewing machine.
2. Operate a sewing machine. DOK3, MN 3, MN 6, MN-PRO 3, MN-PRO 5 a. Thread a sewing machine. b. Perform a sewing procedure, including sewing pull, welting, boxing, zippers, dart, pleat, and corners. c. Demonstrate the maintenance procedures for a sewing machine, according to manufacturer's specifications.
3. Create a sew drawing. DOK3, MN 3, MN 6, MN-PRO 3, MN-PRO 5 a. Create a sew drawing for upholstered furniture by hand drawing parts as assembled. b. Create a sew drawing for an upholstered furniture by using computer technology.

Unit 18: Furniture UpholsteryII

Competencies and Suggested Objectives
1. Identify the steps in furniture upholstery. DOK1, MN 3, MN 6, MN-PRO 1, MN-PRO 2, MN-PRO 3, MN-PRO 6 a. Identify the steps in advanced seat construction. b. Identify the steps in advanced arm construction. c. Identify the steps in advanced back construction. d. Identify the steps in advanced outside trim construction.
2. Perform the steps in furniture upholstery. DOK3, MN 3, MN 6, MN-PRO 1, MN-PRO 2, MN-PRO 3, MN-PRO 6 a. Perform the steps in advanced seat construction. b. Perform the steps in advanced arm construction. c. Perform the steps in advanced back construction. d. Perform the steps in advanced outside trim construction.

Unit 19: Special Topics in Furniture Manufacturing & Upholstery II

(NOTE: Competencies and suggested objectives in this unit should be integrated into other instructional units throughout the year. This unit is designated as ongoing and is repeated in both years of the program; however, students should be expected to continually observe and report on current topics.)

Competencies and Suggested Objectives
1. Investigate new and emerging technologies, practices, trends, and issues associated with Furniture Manufacturing & Upholstering. DOK2, MN 1-6, MN-PRO 1-5 a. Recognize new and emerging technologies associated with Furniture Manufacturing & Upholstering. b. Recognize current trends or issues associated with Furniture Manufacturing & Upholstering.
2. Complete school-to-careers activities related to Furniture Manufacturing & Upholstering. DOK2, MN 1-6, MN-PRO 1-5 a. Participate in school-to-careers activity (shadowing, mentoring, career fair, etc.). b. Investigate educational opportunities related to Furniture Manufacturing & Upholstering at the postsecondary level. c. Describe national standards and certification/licensing procedures related to Furniture Manufacturing & Upholstering. d. Describe the role of trade organizations, associations, and unions as related to Furniture Manufacturing & Upholstering.
3. Demonstrate related academic skills and workplace skills associated with Furniture Manufacturing & Upholstering. DOK2, MN 1-6, MN-PRO 1-5 a. Complete a cooperative project (paper, presentation, or demonstration) associated with an academic subject and Furniture Manufacturing & Upholstering. b. Practice human relations skills (team participation, client/customer service, leadership, negotiation, working with culturally diverse populations, etc.) related to Furniture Manufacturing & Upholstering. c. Research work ethics and employer expectations of employees in Furniture Manufacturing & Upholstering.
4. Investigate the concepts of quality assurance as related to Furniture Manufacturing & Upholstering. DOK2, MN 1-6, MN-PRO 1-5 a. Describe quality concepts and methods for measuring quality related to Furniture Manufacturing & Upholstering. b. Apply quality concepts in the Furniture Manufacturing & Upholstering laboratory.
5. Examine trends and changes related to Furniture Manufacturing & Upholstering and global economic factors. DOK2, MN 1-6, MN-PRO 1-5 a. Define and discuss the concept of global economics and competition.

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b. Describe global economic factors and competition as related to Furniture Manufacturing & Upholstering.
c. Identify regions and other countries that compete in Furniture Manufacturing & Upholstering.

Student Competency Profile

Student's Name: _____

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

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

Furniture Manufacturing & Upholstery I **Unit 1: Introduction to Furniture Manufacturing**		
	1.	Explain the requirements and working conditions for employment in the upholstered furniture manufacturing industry.
	2.	Explain the local school rules and regulations.
	3.	Describe SkillsUSA activities pertaining to furniture manufacturing.
Unit 2: General Safety		
	1.	Explain the safety requirements for upholstered manufacturing.
	2.	Identify hazardous materials that may be found on a job site and describe procedures for handling/avoidance or removal of materials.
Unit 3: Tool and Equipment Identification and Use		
	1.	Demonstrate use of hand tools found in upholstered furniture manufacturing.
	2.	Demonstrate use of power tools found in upholstered furniture frame manufacturing.
Unit 4: Measurement		
	1.	Identify types of measuring devices used in furniture manufacturing.
	2.	Perform mathematics essential to furniture manufacturing occupations.
Unit 5: Furniture Frame Patterns and Layout I		
	1.	Identify terms and materials commonly used in frame manufacturing.
	2.	Identify types and styles of upholstered furniture.
	3.	Create a working drawing.
Unit 6: Cutting and Assembling Frames I		
	1.	Cut frames for upholstered furniture to specifications.
	2.	Assemble frame parts to specifications using fastening devices.
Unit 7: Measure, Lay Out, and Cut Fabrics I		
	1.	Identify parts of furniture being manufactured.
	2.	Measuring parts of furniture.

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	3.	Identify fabric-cutting procedures.
Unit 8: Sewing Procedures I		
	1.	Identify types and basic parts of sewing machines.
	2.	Operate a sewing machine.
Unit 9: Furniture Upholstery I		
	1.	Identify the steps in furniture upholstery.
	2.	Perform the steps in furniture upholstery.
Unit 10: Special Topics in Furniture Manufacturing & Upholstery I		
	1.	Investigate new and emerging technologies, practices, trends, and issues associated with Furniture Manufacturing & Upholstering.
	2.	Complete school-to-careers activities related to Furniture Manufacturing & Upholstering.
	3.	Demonstrate related academic skills and workplace skills associated with Furniture Manufacturing & Upholstering.
	4.	Investigate the concepts of quality assurance as related to Furniture Manufacturing & Upholstering.
	5.	Examine trends and changes related to Furniture Manufacturing & Upholstering and global economic factors.
Furniture Manufacturing & Upholstery II **Unit 11: Review of General Safety**		
	1.	Review the safety requirements for upholstered manufacturing.
	2.	Review hazardous materials that may be found on a job site and describe procedures for handling/avoidance or removal of materials.
Unit 12: Furniture Upholstery Tools		
	1.	Identify furniture upholstery tools and fasteners.
	2.	Demonstrate the safe use of furniture upholstery tools.
Unit 13: Furniture Padding, Hardware, and Support System Components		
	1.	Identify padding and hardware components used in upholstered furniture manufacturing.
	2.	Apply support system components.
	3.	Apply upholstered furniture padding.
	4.	Prepare a bill of materials for the padding, hardware and support system of a sofa.
Unit 14: Furniture Frame Patterns and Layout II		
	1.	Apply a working drawing, including the layout and cutting of materials for a part from a working drawing.
	2.	Prepare a bill of materials for the manufacture of a furniture frame.
Unit 15: Cutting and Assembling Frames II		
	1.	Cut frames for upholstered furniture to specifications.

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	2.	Assemble frame parts to specifications using fastening devices.
Unit 16: Measure, Lay Out, and Cut Fabrics II		
	1.	Identify parts of furniture being manufactured.
	2.	Identify fabric-cutting procedures.
Unit 17: Sewing Procedures II		
	1.	Identify types and basic parts of sewing machines.
	2.	Operate a sewing machine.
	3.	Create a sew drawing.
Unit 18: Furniture Upholstery II		
	1.	Identify the steps in furniture upholstery.
	2.	Perform the steps in furniture upholstery.
Unit 19: Special Topics in Furniture Manufacturing & Upholstery II		
	1.	Investigate new and emerging technologies, practices, trends, and issues associated with Furniture Manufacturing & Upholstering.
	2.	Complete school-to-careers activities related to Furniture Manufacturing & Upholstering.
	3.	Demonstrate related academic skills and workplace skills associated with Furniture Manufacturing & Upholstering.
	4.	Investigate the concepts of quality assurance as related to Furniture Manufacturing & Upholstering.
	5.	Examine trends and changes related to Furniture Manufacturing & Upholstering and global economic factors.

Appendix A: Unit References

All of the Furniture Design and Manufacturing units use the same resources for each unit. You will find suggested resources listed below.

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Appendix B: Industry Standards

Common Career and Technical Core Standards

Crosswalk for Furniture Design and Manufacturing

Industry Standards Units 1-10	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7	Unit 8	Unit 9	Unit 10
Manufacturing											
MN 1		X									X
MN 2						X	X				X
MN 3			X				X		X	X	X
MN 4		X									X
MN 5							X				X
MN 6		X		X	X	X	X	X	X	X	X
Production											
MN-PRO 1							X			X	X
MN-PRO 2			X					X		X	X
MN-PRO 3				X				X	X	X	X
MN-PRO 4							X	X			X
MN-PRO 5			X	X			X	X	X	X	X

Industry Standards Units 11-19	Units	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19
Manufacturing										
MN 1						X				X
MN 2				X	X	X			X	X
MN 3		X		X				X		X
MN 4						X				X
MN 5				X		X				X
MN 6		X	X	X	X		X	X	X	X
Production										
MN-PRO 1				X		X			X	X
MN-PRO 2		X		X			X		X	X
MN-PRO 3			X	X			X	X	X	X
MN-PRO 4						X	X			X
MN-PRO 5		X	X	X		X	X	X	X	X

Common Career and Technical Core Standards

Career Cluster Manufacturing

MN 1	Evaluate the nature and scope of the Manufacturing Career Cluster and the role of manufacturing in society and in the economy.
MN 2	Analyze and summarize how manufacturing businesses improve performance.
MN 3	Comply with federal, state and local regulations to ensure worker safety and health and environmental work practices.
MN 4	Describe career opportunities and means to achieve those opportunities in each of the Manufacturing Career Pathways.
MN 5	Describe government policies and industry standards that apply to manufacturing.
MN 6	Describe the various manufacturing processes.

Career Cluster Production

MN-PRO 1	Diagnose production process problems and take corrective action to meet production quality standards.
MN-PRO 2	Manage safe and healthy production working conditions and environmental risks.
MN-PRO 3	Make continuous improvement recommendations based on results of production process audits and inspections.
MN-PRO 4	Coordinate work teams when producing products to enhance production process and performance.
MN-PRO 5	Demonstrate the safe use of manufacturing equipment.

Appendix C: 21st Century Skills[1]

21st Century Crosswalk for Furniture Design and Manufacturing											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
21st Century Standards											
CS1		X									X
CS2		X									X
CS3		X									
CS4			X	X							
CS5		X									X
CS6		X	X	X	X	X	X	X	X	X	X
CS7		X	X	X	X	X	X	X	X	X	X
CS8		X	X	X	X	X	X	X	X	X	X
CS9							X		X		X
CS10							X		X		X
CS11											
CS12		X	X	X	X	X	X	X	X	X	X
CS13		X	X	X	X	X	X	X	X	X	X
CS14		X	X	X	X	X	X	X	X	X	X
CS15		X	X	X	X	X	X	X	X	X	X
CS16											X
		Unit 11	**Unit 12**	**Unit 13**	**Unit 14**	**Unit 15**	Unit 16	Unit 17	Unit 19	Unit 19	
CS1										X	
CS2				X						X	
CS3											
CS4		X									
CS5										X	
CS6		X	X	X	X	X	X	X	X	X	
CS7		X	X	X	X	X	X	X	X	X	
CS8		X	X	X	X	X	X	X	X	X	
CS9						X		X		X	
CS10						X		X		X	
CS11											
CS12		X	X	X	X	X	X	X	X	X	
CS13		X	X	X	X	X	X	X	X	X	
CS14		X	X	X	X	X	X	X	X	X	
CS15		X	X	X	X	X	X	X	X	X	
CS16										X	

CSS1-21st Century Themes

CS1 Global Awareness

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

CS2 Financial, Economic, Business, and Entrepreneurial Literacy

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

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

CS3 Civic Literacy

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

CS4 Health Literacy

1. Obtaining, interpreting, and understanding basic health information and services and using such information and services in ways that enhance health
2. Understanding preventive physical and mental health measures, including proper diet, nutrition, exercise, risk avoidance, and stress reduction
3. Using available information to make appropriate health-related decisions
4. Establishing and monitoring personal and family health goals
5. Understanding national and international public health and safety issues

CS5 Environmental Literacy

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

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

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

CS7 Critical Thinking and Problem Solving

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

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

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

CS10 Media Literacy

1. Analyze Media
2. Create Media Products

CS11 ICT Literacy

1. Apply Technology Effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction

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

CS14 Social and Cross-Cultural Skills

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

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

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

Appendix D: College and Career Ready Standards

English Standards											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
RL.11.4		X	X	X	X	X	X	X	X	X	X
RL.11.7					X	X	X	X	X	X	X
SL.11.1		X	X	X	X	X	X	X	X	X	X
SL.11.2					X	X	X	X	X	X	X
L.11.1		X	X	X	X	X	X	X	X	X	X
L.11.4		X	X	X	X	X	X	X	X	X	X
RST.11-12.3					X	X	X	X	X	X	X
RST.11-12.4			X	X	X	X	X	X	X	X	X

English Standards											
	Units	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
RL.11.4		X	X	X	X	X	X	X	X	X	
RL.11.7				X	X	X	X	X	X	X	
SL.11.1		X	X	X	X	X	X	X	X	X	
SL.11.2				X	X	X	X	X	X	X	
L.11.1		X	X	X	X	X	X	X	X	X	
L.11.4		X	X	X	X	X	X	X	X	X	
RST.11-12.3				X	X	X	X	X	X	X	
RST.11-12.4		X	X	X	X	X	X	X	X	X	

College and Career Readiness English I

Reading Literature Key Ideas and Details

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

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

RL.9.8 Not applicable to literature.

College and Career Readiness English I

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

Range of Reading and Level of Text Complexity

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

College and Career Readiness English I

Reading Informational Text Key Ideas and Details

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

Craft and Structure

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

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

Integration of Knowledge and Ideas

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

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

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

College and Career Readiness English I

Writing Text Types and Purposes

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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W.9.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.9.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
W.9.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.9.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

W.9.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3 above.)
W.9.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10.)
W.9.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

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

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W.9.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
W.9.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.
W.9.9a Apply grades 9–10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]").
W.9.9b Apply grades 9–10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").

Range of Writing

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

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SL.9.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9– 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL.9.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.9.1b Work with peers to set rules for collegial discussions and decision making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
SL.9.1c Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.

SL.9.1d Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
SL.9.2 Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
SL.9.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.

Presentation of Knowledge and Ideas

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

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SL.9.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.9.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9–10 Language standards 1 and 3 for specific expectations.)

College and Career Readiness English I
Language
Conventions of Standard English
L.9.1 Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
L.9.1a Use parallel structure.*
L.9.1b Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
L.9.2 Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
L.9.2a Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
L.9.2b Use a colon to introduce a list or quotation.
L.9.2c Spell correctly

Knowledge of Language
L.9.3 Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening
L.9.3a Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use
L.9.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
L.9.4a Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
L.9.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).

College and Career Readiness English I
L.9.4c Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
L.9.4d Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.9.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
L.9.5a Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
L.9.5b Analyze nuances in the meaning of words with similar denotations.
L.9.6 Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

College and Career Readiness English II

Range of Reading and Level of Text Complexity

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

Grades 9-10: Literacy in History/SS

Reading in History/Social Studies Key Ideas and Details

RH.9-10.1 Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
RH.9-10.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
RH.9-10.3 Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.

Craft and Structure

RH.9-10.4 Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
RH.9-10.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
RH.9-10.6 Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.

Integration of Knowledge and Ideas

RH.9-10.7 Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
RH.9-10.8 Assess the extent to which the reasoning and evidence in a text support the author's claims.
RH.9-10.9 Compare and contrast treatments of the same topic in several primary and secondary sources.

Range of Reading and Level of Text Complexity

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

Grades 9-10: Literacy in Science and Technical Subjects

Reading in Science and Technical Subjects Key Ideas and Details

RST.9-10.1 Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
RST.9-10.2 Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
RST.9-10.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.

Craft and Structure

RST.9-10.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
RST.9-10.5 Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).

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

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

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

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

Writing Text Types and Purposes

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

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

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

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

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

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

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

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

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

Grades 9-10

Writing in History/SS, Science, and Technical Subjects

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

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

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

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

WHST.9-10.3 Not Applicable

Production and Distribution of Writing

WHST.9-10.4 Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
WHST.9-10.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.
WHST.9-10.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge

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

WHST.9-10.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
WHST.9-10.9 Draw evidence from informational texts to support analysis, reflection, and research.

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

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

English III
Reading Literature Key Ideas and Details

RL.11.1 Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
RL.11.2 Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
RL.11.3 Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).

Craft and Structure

RL.11.4 Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
RL.11.5 Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
RL.11.6 Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

RL.11.7 Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
RL.11.8 Not applicable to literature.

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

Range of Reading and Level of Text Complexity

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

English III

Reading Informational Text Key Ideas and Details

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

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

Range of Reading and Level of Text Complexity

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

English III

Writing

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

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

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

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

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

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

W.11.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.
W.11.2a Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

English III

W.11.2b Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
W.11.2c Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
W.11.2d Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
W.11.2e Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
W.11.2f Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
W.11.3 Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
W.11.3a Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
W.11.3b Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
W.11.3c Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
W.11.3d Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
W.11.3e Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

Production and Distribution of Writing

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

English III

W.11.5 Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 11–12.)
W.11.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.

Research to Build and Present Knowledge

W.11.7 Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
W.11.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
W.11.9 Draw evidence from literary or informational texts to support analysis, reflection, and research.

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W.11.9a Apply grades 11–12 Reading standards to literature (e.g., "Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics").
W.11.9b Apply grades 11–12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").

Range of Writing

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

English III
Speaking and Listening
Comprehension and Collaboration

SL.11.1 Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
SL11.1a Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
SL.11.1b Work with peers to promote civil, democratic discussions and decision making, set clear goals and deadlines, and establish individual roles as needed.
SL.11.1c Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
SL.11.1d Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
SL.11.2 Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
SL.11.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.

Presentation of Knowledge and Ideas

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

English III

SL11.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
SL.11.6 Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 for specific expectations.)

English III
Language
Conventions of Standard English

L.11.1a Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
L.11.1b Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
L.11.2a Observe hyphenation conventions.

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

Vocabulary Acquisition and Use

L.11.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
L.11.4b Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).

English IV

Range of Reading and Level of Text Complexity

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

Grades 11-12: Literacy in History/SS

Reading in History/Social Studies Key Ideas and Details

RH.11-12.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
RH.11-12.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
RH.11-12.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain. Craft and Structure
RH.11-12.4 Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
RH.11-12.5 Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
RH.11-12.6 Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence. Integration of Knowledge and Ideas
Rh.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
RH.11-12.8 Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
RH.11-12.9 Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources. Range of Reading and Level of Text Complexity
RH.11-12.10 By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Grades 11-12: Literacy in Science and Technical Subjects

Reading in Science and Technical Subjects Key Ideas and Details

RST. 11-12.1 Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
RST.11-12.2 Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
RST.11-12.3 Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.

Craft and Structure

RST.11-12.4 Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
RST.11-12.5 Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
RST.11-12.6 Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.

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RST.11-12.7 Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
RST.11-12.8 Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
RST.11-12.9 Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.

Range of Reading and Level of Text Complexity

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

Grades 11-12: Writing I History/SS, Science and Technical Subjects
Writing
Text Types and Purposes

WHST.11-12.1a Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
WHST.11-12.1b Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
WHST.11-12.1c Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
WHST.11-12.2a Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

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

Production and Distribution of Writing

WHST.11-12.6 Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
WHST.11-12.8 Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.

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Appendix D: College and Career Ready Standards

Mathematics Standards											
	Units	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
N-Q.1					X			X			X
N-Q.2					X			X			X
N-Q.3					X			X			X
A-SSE.1					X			X			X
G-CO.1					X			X			X
G-CO.9					X			X			X
G-CO.12					X			X			X
G-GPE.1					X			X			X
G-GPE.6					X			X			X
G-GPE.7					X			X			X
G-MG.1					X			X			X
G-MG.2					X			X			X
G-MG.3					X			X			X

Mathematics Standards											
	Units	Unit 11	Unit 12	Unit 13	Unit 14	Unit 15	Unit 16	Unit 17	Unit 18	Unit 19	Unit 20
N-Q.1				X			X			X	
N-Q.2				X			X			X	
N-Q.3				X			X			X	
A-SSE.1				X			X			X	
G-CO.1				X			X			X	
G-CO.9				X			X			X	
G-CO.12				X			X			X	
G-GPE.1				X			X			X	
G-GPE.6				X			X			X	
G-GPE.7				X			X			X	
G-MG.1				X			X			X	
G-MG.2				X			X			X	
G-MG.3				X			X			X	

Number and Quantity

Reason quantitatively and use unites to solve problems

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

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

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

Algebra

Analyze and solve linear equations and pairs of simultaneous linear equations

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

a. Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.

b. Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.

c. Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.

Interpret the structure of expressions

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

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

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

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

c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as [1.151/12] 12t ≈ 1.01212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

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Creating equations that describe numbers or relationships

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

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

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

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

Solve equations and inequalities in one variable

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

Solve systems of equations

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

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

Represent and solve equations and inequalities graphically

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

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

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

Functions

Define, evaluate, and compare functions

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

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

8.F.3 Interpret the equation y = mx + b as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function A = s2 giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.

Use functions to model relationships between quantities

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

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

Understand the concept of a function and use function notation

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

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

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

Interpret functions that arise in applications in terms of the context

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

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

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

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

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

Build a function that models a relationship between two quantities

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

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

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

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

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

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

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

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

F-LE.3 Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.* Interpret expressions for functions in terms of the situation they model Supporting

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

Geometry

Understand and apply the Pythagorean Theorem

8.G.6 Explain a proof of the Pythagorean Theorem and its converse.

8.G.7 Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.

8.G.8 Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.

Experiment with transformations in the plane

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

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

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

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

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

Understand congruence in terms of rigid motions

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

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

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

Prove geometric theorems

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

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

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

Statistics and Probability

Investigate patterns of association in bivariate data

8.SP.1 Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.

8.SP.2 Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.

8.SP.3 Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.

8.SP.4 Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?

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

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

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

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

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

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

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

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

c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

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

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

S-ID.9 Distinguish between correlation and causation.*

Algebra I

Number and Quantity

Use properties of rational and irrational numbers

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

Reason quantitatively and use units to solve problems

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

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

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

Algebra

Interpret the structure of expressions

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

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

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

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y 4 as (x2) 2 – (y2) 2 thus recognizing it as a difference of squares that can be factored as (x2 – y 2) (x2 + y2).

Write expressions in equivalent forms to solve problems

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

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

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

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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%.

Algebra I

Perform arithmetic operations on polynomials

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

Understand the relationship between zeros and factors of polynomials

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

Create equations that describe numbers or relationships

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

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

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

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

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

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

Solve equations and inequalities in one variable

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

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

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

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

Algebra I

Solve systems of equations

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

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

Represent and solve equations and inequalities graphically

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

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

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

Functions

Understand the concept of a function and use function notation

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

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

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

Interpret functions that arise in applications in terms of the context

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

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

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

Algebra I

Analyze functions using different representations

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

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

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

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

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

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

Build a function that models a relationship between two quantities

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

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

Build new functions from existing functions

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

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

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

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

Algebra I
Interpret expressions for functions in terms of the situation they model
F-LE.5 Interpret the parameters in a linear or exponential function in terms of a context.*

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

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

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

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

Understand congruence in terms of rigid motions

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

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

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

Prove geometric theorems

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

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

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

Geometry Course

Make geometric constructions

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

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

Understand similarity in terms of similarity transformations

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

a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.

b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.

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

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

Prove theorems involving similarity

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

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

Define trigonometric ratios and solve problems involving right triangles

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

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

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

Understand and apply theorems about circles

G-C.1 Prove that all circles are similar

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

Find arc lengths and areas of sectors of circles

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

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

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

Use coordinates to prove simple geometric theorems algebraically

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

Explain volume formulas and use them to solve problems

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

Visualize relationships between two-dimensional and three-dimensional objects

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

Apply geometric concepts in modeling situations

G-MG.1 Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*
G-MG.2 Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).*
G-MG.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*

Algebra II
Number and Quantity
Extend the properties of exponents to rational exponents

N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want [51/3] 3 = 5(1/3) 3 to hold, so [51/3] 3 must equal 5.
N-RN.2 Rewrite expressions involving radicals and rational exponents using the properties of exponents.

Reason quantitatively and use units to solve problems

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

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Perform arithmetic operations with complex numbers

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

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

Use complex numbers in polynomial identities and equations

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

Algebra

Interpret the structure of expressions

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y 4 as (x2) 2 – (y2) 2, thus recognizing it as a difference of squares that can be factored as (x2 – y 2) (x2 + y2).

Write expressions in equivalent forms to solve problems

A-SSE.3 Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as [1.151/12] 12t ≈ 1.01212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Algebra II

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

Understand the relationship between zeros and factors of polynomials

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

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

Use polynomial identities to solve problems

A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2) 2 = (x2 – y 2) 2 + (2xy)2 can be used to generate Pythagorean triples.

Rewrite rational expressions

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

Create equations that describe numbers or relationships

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

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

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

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

Solve equations and inequalities in one variable

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

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Algebra II

Solve systems of equations

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

A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = -3x and the circle x2 + y2 = 3.

Represent and solve equations and inequalities graphically

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

Functions

Understand the concept of a function and use function notation

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

Interpret functions that arise in applications in terms of the context

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

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

Analyze functions using different representations

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

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

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

Algebra II

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

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

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

Build a function that models a relationship between two quantities

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

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

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

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

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Build new functions from existing functions

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

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

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

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

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

Interpret expressions for functions in terms of the situation they model

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

Algebra II

Extend the domain of trigonometric functions using the unit circle

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

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

Model periodic phenomena with trigonometric functions

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

Prove and apply trigonometric identities

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

Geometry

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

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

Statistics and Probability

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

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

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

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

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

Algebra II

Understand and evaluate random processes underlying statistical experiments

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

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

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

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

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

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

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

Understand independence and conditional probability and use them to interpret data

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

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

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

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

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

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

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

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

Integrated Mathematics

Number and Quantity

Reason quantitatively and use units to solve problems

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

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

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

Algebra

Interpret the structure of expressions

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

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

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

Write expressions in equivalent forms to solve problems

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

c. Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as $[1.151/12]\ 12t \approx 1.01212t$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.

Create equations that describe numbers or relationships

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

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

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

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

Integrated Mathematics I

Solve equations and inequalities in one variable

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

Solve systems of equations

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

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

Represent and solve equations and inequalities graphically

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

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

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

Functions

Understand the concept of a function and use function notation

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

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

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

Interpret functions that arise in applications in terms of the context

F-IF.4 For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the

relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*

Integrated Mathematics I

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

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

<u>Analyze functions using different representations</u>

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

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

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

<u>Build a function that models a relationship between two quantities</u>

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

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

<u>Construct and compare linear, quadratic, and exponential models and solve problems</u>

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

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

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

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

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

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

<u>Interpret expressions for functions in terms of the situation they model</u>

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

Integrated Mathematics I

Geometry

<u>Experiment with transformations in the plane</u>

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

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

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

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

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

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Understand congruence in terms of rigid motions

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

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

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

Prove geometric theorems

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

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

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

Integrated Mathematics I

Statistics and Probability

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

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

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

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

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

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

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

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

c. Fit a linear function for a scatter plot that suggests a linear association.

Interpret linear models

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

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

S-ID.9 Distinguish between correlation and causation.*

Integrated Mathematics I

Number and Quantity

Extend the properties of exponents to rational exponents

N-RN.1 Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want [51/3] 3 = 5(1/3) 3 to hold, so [51/3] 3 must equal 5.

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

Use properties of rational and irrational numbers

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

Reason quantitatively and use units to solve problems

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

Perform arithmetic operations with complex numbers

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

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

Use complex numbers in polynomial identities and equations

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

Algebra

Interpret the structure of expressions

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

Integrated Mathematics II

A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y 4 as (x2) 2 – (y2) 2, thus recognizing it as a difference of squares that can be factored as (x2 – y 2) (x2 + y2).

Write expressions in equivalent forms to solve problems

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

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

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

Perform arithmetic operations on polynomials

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

Create equations that describe numbers or relationships

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

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

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

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

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

Solve equations and inequalities in one variable

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

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

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

Solve systems of equations

A-REI.7 Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = -3x and the circle x2 + y2 = 3.

Functions

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

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

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

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

Analyze functions using different representations

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

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

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

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

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

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

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

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

Integrated Mathematics II

Build a function that models a relationship between two quantities

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

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

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

Build new functions from existing functions

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

Geometry

Understand similarity in terms of similarity transformations

G-SRT.1 Verify experimentally the properties of dilations given by a center and a scale factor:
a. A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
b. The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
G-SRT.2 Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
G-SRT.3 Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.

Prove theorems using similarity

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

Define trigonometric ratios and solve problems involving right triangles

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

Integrated Mathematics II

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

Explain volume formulas and use them to solve problems

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

Statistics and Probability*

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

S-ID.6 Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.*
a. Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
b. Informally assess the fit of a function by plotting and analyzing residuals.

Understand independence and conditional probability and use them to interpret data

S-CP.1 Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").*
S-CP.2 Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.*
S-CP.3 Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.*
S-CP.4 Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a

randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.*
S-CP.5 Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.

Integrated Mathematics II
Use the rules of probability to compute probabilities of compound events in a uniform probability model
S-CP.6 Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.*
S-CP.7 Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.*

Integrated Mathematics III
Number and Quantity
Reason quantitatively and use units to solve problems
N-Q.2 Define appropriate quantities for the purpose of descriptive modeling.*

Algebra
Interpret the structure of expressions
A-SSE.2 Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y 4 as (x2) 2 – (y2) 2 , thus recognizing it as a difference of squares that can be factored as (x2 – y 2)(x2 + y2).

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

Understand the relationship between zeros and factors of polynomials
A-APR.2 Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).
A-APR.3 Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.

Use polynomial identities to solve problems
A-APR.4 Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2) 2 = (x2 – y 2) 2 + (2xy)2 can be used to generate Pythagorean triples.

Rewrite rational expressions

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

Integrated Mathematics III
Create equations that describe numbers or relationships
A-CED.1 Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.*
A-CED.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.*

Understand solving equations as a process of reasoning and explain the reasoning
A-REI.1 Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
A-REI.2 Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.

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Represent and solve equations and inequalities graphically

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

Interpret functions that arise in applications in terms of the context

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

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

Analyze functions using different representations

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

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

Build new functions from existing functions

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

F-BF.4 Find inverse functions. a. Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2x3 or f(x) = (x+1)/(x-1) for $x \neq 1$.

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

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

Extend the domain of trigonometric functions using the unit circle

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

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

Model periodic phenomena with trigonometric functions

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

Prove and apply trigonometric identities

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

Integrated Mathematics III
Geometry

Make geometric constructions

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

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

Understand and apply theorems about circles

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

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

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

Find arc lengths and areas of sectors of circles

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

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

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

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

Use coordinates to prove simple geometric theorems algebraically

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

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

Integrated Mathematics III

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

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

Visualize relationships between two-dimensional and three-dimensional objects

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

Apply geometric concepts in modeling situations

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

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

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

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Statistics and Probability*

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

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

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

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

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

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

Understand and evaluate random processes underlying statistical experiments

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

Integrated Mathematics III

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

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

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

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

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

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

Advanced Mathematics Plus

Number and Quantity

Perform arithmetic operations with complex numbers

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

Represent complex numbers and their operations on the complex plane

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

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

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

Use complex numbers in polynomial identities and equations

N-CN.8 Extend polynomial identities to the complex numbers. For example, rewrite x2 + 4 as (x + 2i)(x – 2i).

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

Represent and model with vector quantities

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

N-VM.2 Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
N-VM.3 Solve problems involving velocity and other quantities that can be represented by vectors.

Advanced Mathematics Plus

Perform operations on vectors

N-VM.4 Add and subtract vectors.
a. Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
c. Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
N-VM.5 Multiply a vector by a scalar.
a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as c(vx, vy) = (cvx, cvy).
b. Compute the magnitude of a scalar multiple cv using ||cv|| = |c|v. Compute the direction of cv knowing that when |c|v 0, the direction of cv is either along v (for c > 0) or against v (for c < 0).

Perform operations on matrices and use matrices in applications

N-VM.6 Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
N-VM.7 Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
N-VM.8 Add, subtract, and multiply matrices of appropriate dimensions.
N-VM.9 Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
N-VM.10 Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
N-VM.11 Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
N-VM.12 Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.

Algebra

Use polynomial identities to solve problems

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

Advanced Mathematics Plus

Rewrite rational expressions

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

Solve systems of equations

A-REI.8 Represent a system of linear equations as a single matrix equation in a vector variable.
A-REI.9 Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).

Functions

Analyze functions using different representations

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

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

Build a function that models a relationship between two quantities

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

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

Build new functions from existing functions

F-BF.4 Find inverse functions.

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

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

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

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

Advanced Mathematics Plus

Extend the domain of trigonometric functions using the unit circle

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

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

Model periodic phenomena with trigonometric functions

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

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

Prove and apply trigonometric identities

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

Geometry

Apply trigonometry to general triangles

G-SRT.9 Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.

G-SRT.10 Prove the Laws of Sines and Cosines and use them to solve problems.

G-SRT.11 Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).

Understand and apply theorems about circles

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

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

Advanced Mathematics Plus

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

Explain volume formulas and use them to solve problems

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

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Statistics and Probability*

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

S-CP.8 Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.*

S-CP.9 Use permutations and combinations to compute probabilities of compound events and solve problems.*

Calculate expected values and use them to solve problems

S-MD.1 Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.*

S-MD.2 Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.*

S-MD.3 Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.*

S-MD.4 Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?*

Advanced Mathematics Plus

Use probability to evaluate outcomes of decisions

S-MD.5 Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values. *

a. Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast-food restaurant.

b. Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.*

S-MD.6 Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).*

S-MD.7 Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).*

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

ISTE Crosswalk for Furniture Design and Manufacturing											
	Course	**Unit 1**	**Unit 2**	**Unit 3**	**Unit 4**	**Unit 5**	**Unit 6**	**Unit 7**	**Unit 8**	**Unit 9**	**Unit 10**
ISTE Standards											
T1					X	X	X	X	X	X	X
T2			X		X	X	X	X	X	X	X
T3											
T4				X	X	X	X	X	X	X	X
T5											
T6				X	X	X	X	X	X	X	X
		Unit 11	**Unit 12**	**Unit 13**	**Unit 14**	**Unit 15**	Unit 16	Unit 17	Unit 18	Unit 19	
T1				X	X	X	X	X	X	X	
T2		X		X	X	X	X	X	X	X	
T3											
T4				X	X	X	X	X	X	X	
T5											
T6				X	X	X	X	X	X	X	

T1 Creativity and Innovation
T2 Communication and Collaboration
T3 Research and Information Fluency
T4 Critical Thinking, Problem Solving, and Decision Making
T5 Digital Citizenship
T6 Technology Operations and Concepts

T1 Creativity and Innovation

Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology. Students do the following:

a. Apply existing knowledge to generate new ideas, products, or processes.
b. Create original works as a means of personal or group expression.
c. Use models and simulations to explore complex systems and issues.
d. Identify trends and forecast possibilities.

T2 Communication and Collaboration

Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others. Students do the following:

a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media.
b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats.

c. Develop cultural understanding and global awareness by engaging with learners of other cultures.
d. Contribute to project teams to produce original works or solve problems.

T3 Research and Information Fluency

Students apply digital tools to gather, evaluate, and use information. Students do the following:

a. Plan strategies to guide inquiry.
b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.
c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks.
d. Process data and report results.

T4 Critical Thinking, Problem Solving, and Decision Making

Students use critical-thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources. Students do the following:

a. Identify and define authentic problems and significant questions for investigation.
b. Plan and manage activities to develop a solution or complete a project.
c. Collect and analyze data to identify solutions and/or make informed decisions.
d. Use multiple processes and diverse perspectives to explore alternative solutions.

T5 Digital Citizenship

Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior. Students do the following:

a. Advocate and practice safe, legal, and responsible use of information and technology.
b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity.
c. Demonstrate personal responsibility for lifelong learning.
d. Exhibit leadership for digital citizenship.

T6 Technology Operations and Concepts

Students demonstrate a sound understanding of technology concepts, systems, and operations. Students do the following:

a. Understand and use technology systems.
b. Select and use applications effectively and productively.
c. Troubleshoot systems and applications.
d. Transfer current knowledge to learning of new technologies.

Source: *Miss. Code Admin. § 37-1-3, 37-31-103* (Revised 10/2011)

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