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Part 129: Middle School Pathway



2014 Information Communication Technology I

Mississippi Department of Education

Course Code: 000271

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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 *Information Communication Technology I Curriculum Framework and Supporting Materials* are based on the following:

21st Century Skills and Information 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 Communication Technology (ICT) literacy.

Common Core State Standards Initiative

The Common Core State Standards provide a consistent, clear understanding of what students are expected to learn, so teachers and parents know what they need to do to help them. The standards are designed to be robust and relevant to the real world, reflecting the knowledge and skills that our young people need for success in college and careers. With American students fully prepared for the future, our communities will be best positioned to compete successfully in the global economy. Copyright 2010. National Governors Association Center for Best Practices and Council of Chief State School Officers. All rights reserved. States and territories of the United States as well as the District of Columbia that have adopted the Common Core State Standards in whole are exempt from this provision and no attribution to the National Governors Association Center for Best Practices and Council of Chief State School Officers is required.

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National Educational Technology Standards for Students

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Preface

Secondary Career and Technical Education programs in Mississippi are faced with 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).

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.

My PLC: An online registration for all professional-development sessions

To register for any session, teachers will need an account in the registration system, MyPLC, <https://myplc.rcu.msstate.edu>. To create an account, click on the link and navigate to the "Request a Guest ID" link. The ID should be the teacher's first initial and last name and the last four (4) digits of the social security number. Teachers should complete the entire form, which will then be sent to a secure server. Upon activation of the teacher's account, he or she will receive an e-mail with login instructions. The teacher may then browse for the available sessions and register for the desired courses.

Should you need additional instructions, please call 662.325.2510.

Executive Summary

Program Description

Information Communication Technology I (ICT I) is an innovative instructional program that prepares students to effectively use technology in learning, communication, and life. Students in Information Communication Technology I complete study in interpersonal and self-directional skills, basic technology operation and technology concepts, ethical issues in technology, keyboarding, technology communication tools, technology resource tools, multimedia presentation applications, word processing applications, and social media.

Licensure Requirements

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 and ask for a professional learning specialist.

Course Outline

Information Communication Technology I – Course Code: 000271

Unit	Unit Name	Career Cluster Focus	Hours
1	Orientation, Ethics, and Internet Tools	Law, Public Safety, Corrections, & Security	10
2	21 st Century Learner Toolbox	None—Focus placed on the <i>Framework for 21st Century Learning</i>	15
3	Computing Fundamentals and Operating Systems	Information Technology	10
4	Keyboarding	Business Management & Administration	35
5	Word Processing	Education & Training	30
6	Multimedia Presentations	Hospitality & Tourism	30
7	Social Media	Government & Public Administration Law, Public Safety, Corrections, & Security	10
Total			140

Research Synopsis

Introduction

Information Communication Technology (ICT) is an instructional program that prepares individuals to effectively use technology in learning, communication, and life skills. The complete program is composed of two courses, ICT I and ICT II. In ICT I, students will gain experience in word processing, career exploration, and effective use of social media. These foundational skills will not only prepare students for ICT II but it will also provide them with the basic tools for becoming successful in the future workforce. Upon completion of the two year ICT program, students will have the competencies needed to complete the Internet and Computing Core Certification (IC³) certification. The IC³ is a global, standards-based certification program for basic computing and Internet literacy. The IC³ Program consists of integrated assessment and learning experiences that culminate in certification. The certification helps participants learn and demonstrate computer and Internet literacy through a worldwide industry standard. To become IC³ certified, one must pass the following three exams: (a) Computing Fundamentals, (b) Key Applications, and (c) Living Online (Microsoft Certification, 2005).

Needs of the Future Workforce

The information communication technology industry is a rapidly growing and ever-changing field. Students will learn basic skills that will serve as the foundation of their knowledge. The workforce will require them to use these skills and adapt them to various specialties. As seen in Table 1.1, the information communication technology workforce is equally competitive as it is abundant in opportunities for upward mobility (MDES, 2013).

Table 1.1: Current and Projected Occupation Report

Description	Jobs, 2008	Projected Jobs, 2018	Change (Number)	Change (Percent)	Average Hourly Earning
Computer Operators	990	860	-130	-13.1	\$17.60
Computer Programmers	1,380	1,340	-40	-2.9	\$26.51
Computer and Information Systems Managers	1,130	1,340	210	18.6	\$38.49
Data Entry	1,840	1,740	-100	-5.4	\$11.69
Executive Secretaries and Administrative Assistants	6,650	7,640	990	14.9	\$18.17
First-Line Supervisors/Managers of Office and Administrative Support Workers	12,250	14,010	1,760	14.4	\$21.56
General and Operations Managers	15,650	16,160	510	3.3	\$45.82
Word Processors and Typists	730	720	-10	-1.4	\$12.68

Source: Mississippi Department of Employment Security; www.mdes.ms.gov (accessed February 18, 2013).

Perkins IV Requirements

The Information Communication Technology curriculum meets Perkins IV requirements of high-skill, high-wage, and/or high-demand occupations by introducing students to and preparing students for occupations. It also offers students a program of study including secondary, postsecondary, and IHL courses that will prepare them for occupations in these fields.

Additionally, the Information Communication Technology curriculum is integrated with the common core state standards (CCSS). Lastly, the Information Communication Technology curriculum focuses on ongoing and meaningful professional development for teachers as well as relationships with industry.

Curriculum

The following national standards were referenced in the curriculum:

- 21st Century Skills and Information and Communication Technologies Literacy Standards
- Common Core State Standards (CCSS)
- National Educational Technology Standards for Students (NETS-S)

Academic Credit

If academic credit is awarded, please review the Research and Curriculum Unit link at

<https://www.rcu.msstate.edu/MDE/PathwaystoSuccess.aspx>.

Click “*Curriculum Enhancement List*”. Check this site often as it is updated frequently.

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 Information Communication Technology 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. It is suggested that each classroom 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 a learning management system, which introduces students to education in an online environment and places the responsibility of learning on the student.

Differentiated Instruction

Students learn in a variety of ways. Some are visual learners, needing only to read information and study it to succeed. Others are auditory learners, thriving best when information is read aloud to them. Still others are tactile learners, needing to participate actively in their learning experiences. Add the student's background, emotional health, and circumstances, and a very unique learner emerges. To combat this, the Information Communication Technology curriculum is written to include many projects which allow students to choose the type of product they will produce or to perform a certain task. By encouraging various teaching and assessment strategies, students with various learning styles can succeed.

Career and Technical Education Student Organizations

Teachers are encouraged to investigate and charter one of the many student organizations available to students. The suggested organizations for this course are Technology Student Association (TSA) and Future Business Leaders of America (FBLA). Contact information for these organizations is listed under "Professional Organizations" in this document.

Conclusion

Based on the previous information, the ICT I 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 environment they will likely experience upon entering the workforce. The curriculum document will be updated regularly to reflect the needs of the information communication technology workforce.

Professional Organizations

Future Business Leaders of America
1912 Association Drive
Reston, VA 20191-1591
800.325.2946
<http://www.fbla-pbl.org/>

Technology Student Association
1914 Association Drive
Reston, VA 20191-1540
888.860.9010
<http://www.tsaweb.org/>

Mississippi Educational Computing Association
P. O. Box 129
Decatur, MS 39325
Phone: 662.314.MECA (6322)
<http://www.ms-meca.org/>

Mississippi Association of Career and Technical Education
P.O. Box 85
Raymond, MS 39154
Telephone/Fax: 601.857.5763
<http://www.mississippiacte.com/>

Mississippi Business Education Association
<http://www.ms-mbea.com/>

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 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 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. Again, these resources are suggested, and the list may be modified or enhanced based on needs and abilities of students and on available resources.

Unit 1: Orientation, Ethics, and Internet Tools

Competencies and Suggested Objectives	
1. Identify school policies, program policies, and safety procedures related to Information Communication Technology I (ICT I). <small>DOK1, CS3, CS5, CS14</small>	<ol style="list-style-type: none">Examine school handbook, the technology acceptable use policy, and other safety procedures for building level situations.Preview course outline and its relevance in today's workforce.Recognize appropriate safety measures related to technology in the computer lab.Provide an overview of career pathways and careers related to each pathway.
2. Demonstrate responsible use of technology. <small>DOK2, CS1, CS3, CS8, CS14, CS16</small>	<ol style="list-style-type: none">Identify techniques to prevent and combat computer viruses, worms, Trojan horses, spoofing, identify theft, and unauthorized computer access.Discuss ways software manufacturers protect against software piracy.Define encryption and explain its relevancy to technology systems.
3. Investigate social and ethical issues related to technology in the context of the Law, Public Safety, Corrections & Security career cluster. <small>DOK2, CS1, CS3, CS8, CS14, CS16</small>	<ol style="list-style-type: none">Research the Law, Public Safety, Corrections & Security career cluster.Link the Law, Public Safety, Corrections & Security career cluster to ethical behavior in the classroom and workplace.Recognize the risk of using computer hardware and software unethically.Compare how technology is used differently in work, school, and private settings.Demonstrate ethical behavior regarding computer usage in educational and occupational environments.
4. Explain telecommunications and how it is used to effectively locate, evaluate, and collect information. <small>DOK2, CS3, CS8, CS9, CS11, CS13, CS16</small>	<ol style="list-style-type: none">Define terminology associated with telecommunications.Identify various information sources on the Internet.Use a web browsing application to locate, evaluate, and collect information.
5. Interact with teachers, peers, and course material using a learning management system. <small>DOK2, CS3, CS8, CS9, CS11, CS13, CS16</small>	<ol style="list-style-type: none">Discover online learning environments and how they operate among teachers and students.Demonstrate proper email etiquette.Participate in online learning methods such as discussion boards, student journals, blogs, wikis, and so forth.

Scenario

Above the Law?

Unit 1

You are a dispatch officer at the city police station. You receive an email from your friend stating that he received a speeding ticket a few days ago and asks you if you would try to persuade the office to tear up the ticket. Your friend laments that if the ticket is reported to his automobile insurance then his insurance will increase by \$100. Also, if your friend doesn't pay his insurance then his license will be suspended because it is the state law to have auto insurance. Working with your group, consider the following questions and determine the most ethical course of action in this situation.

1. How would this make you feel if you were the dispatcher?
2. Is what your friend is asking you to do illegal? Why or why not?
3. Would you want to help your friend?
4. What should you do and why?
5. Based on your responses, how do you think your friend is going to react to your decision?

Unit 2: 21st Century Learner Toolbox

Competencies and Suggested Objectives	
1.	Differentiate between various learning styles, personality traits, and leadership styles found within the classroom and the workplace. <small>DOK1, CS3, CS8, CS14</small> a. Complete a learning styles inventory. b. Identify forces that shape personality development including personality traits, heredity, and environment. c. Identify the qualities of an effective leader. d. Develop leadership skills. e. Discuss strategies people can use to work effectively with one another regardless of their differences.
2.	Demonstrate effective time management skills, study skills, and test-taking strategies. (ongoing) <small>DOK2, CS3, CS8, CS12, CS14, CS16</small> a. Develop short-term and long-term personal goals. b. Create and maintain weekly and semester calendars. c. Use technology to master essential note-taking and study skills. d. Identify general test-taking strategies.
3.	Demonstrate the skills required to be productive citizens in the 21st century. <small>DOK2, CS1, CS2, CS3, CS4, CS5, CS6, CS7, CS8, CS9, CS10, CS11, CS12, CS13, CS14, CS15, CS16</small> a. Demonstrate knowledge of core subjects and 21 st century themes. i. Global Awareness ii. Financial, Economic, Business and Entrepreneurial Literacy iii. Civic Literacy iv. Health Literacy v. Environmental Literacy b. Demonstrate knowledge of learning and innovation skills. i. Creativity and Innovation ii. Critical Thinking and Problem Solving iii. Communication and Collaboration c. Demonstrate knowledge of information, media, and technology skills. i. Information Literacy ii. Media Literacy iii. ICT (Information, Communications and Technology) Literacy d. Demonstrate knowledge of life and career skills. i. Flexibility and Adaptability ii. Initiative and Self-Direction iii. Social and Cross-Cultural Skills iv. Productivity and Accountability v. Leadership and Responsibility
4.	Explore careers in each of the 16 National Career Clusters. <small>DOK1, CS1, CS2, CS3, CS4, CS5, CS6, CS7, CS8, CS9, CS10, CS11, CS12, CS13, CS14, CS15, CS16</small> a. Use career planning software to become familiar with the 16 National Career Clusters and the opportunities for employment in each. b. Prepare program of study for middle school (and/or high school).

Scenario

Straight-A Learning Style

Unit 2

You are a counselor in a local middle school. One of the students in your school, Samantha, has always been an A student. Since she started middle school, however, her grades have been slipping. She is involved in band, softball, and archery. She recently tried out for the lead part in the school play and got it. She has been practicing long afternoons and is tired when she gets home.

Samantha recently discovered in an online survey that her learning style is Tactile-Kinesthetic. With your knowledge of learning styles, what can you do to help Samantha with her problems? How can she better manage her busy schedule? Once you have decided on a course of action, present your written plan to Samantha and verbally explain why you suggest these solutions.

Unit 3: Computing Fundamentals and Operating Systems

Competencies and Suggested Objectives	
1. Discover computer systems in the context of the Information Technology career cluster. DOK2, CS1, CS7, CS9, CS10, CS11	<ol style="list-style-type: none">a. Research the Information Technology career cluster.b. Link the Information Technology career cluster to the skills associated with computing fundamentals.c. Define and illustrate computer system terminology.d. Identify the four operating functions of a computer system (input, processing, storage, output).e. Differentiate between hardware and software and their purposes.f. Identify various types of software and how each is developed and upgraded.
2. Demonstrate how to properly care for and maintain computer equipment. DOK2, CS1, CS7, CS9, CS10, CS11	<ol style="list-style-type: none">a. Illustrate how to set up a computer system.b. Demonstrate safety procedures performed in the lab on computers and other accessories.c. Solve common problems relating to computer hardware (troubleshooting techniques).
3. Discover the purposes of various operating systems. DOK2, CS1, CS7, CS9, CS10, CS11	<ol style="list-style-type: none">a. Define and illustrate operating system terminology.b. Manipulate an operating system using files, icons, keyboard shortcuts, menus, and so forth.c. Create a file management system.d. Distinguish between system software and application software.

Scenario

New Computer Lab

Unit 3

You are a technology coordinator and you are advising a local school district during the installation of a new 24-station computer lab. The school district has limited funds available but desires to supply the lab with a basic computer system. (The networking part has been taken care of; they want your help with the computers themselves.) The lab will need to have keyboarding, word processing, and multimedia application software. Based on your knowledge of computer systems, inform the district of all required hardware and software, peripherals, and accessories they will need and the specifications of each. Present and justify your suggestions to the school administration.

Unit 4: Keyboarding

Competencies and Suggested Objectives	
1. Demonstrate an understanding of basic keyboarding information.	DOK2, CS8, CS9, CS10, CS11, CS13
a. Define vocabulary associated with keyboarding.	
b. Examine keyboarding and workspace ergonomics.	
c. Investigate various keyboard layouts.	
2. Perform keyboarding applications.	DOK2, CS8, CS9, CS10, CS11, CS13
a. Perform proper techniques to learn touch keyboarding for alphabetic and numeric keys.	
b. Identify basic key functions and shortcut commands associated with the QWERTY keyboard.	
c. Demonstrate speed and accuracy with the touch keyboard.	
3. Investigate keyboarding skills and ergonomics in the context of Business Management & Administration career cluster.	DOK2, CS2, CS8, CS9, CS10, CS11, CS13, CS15, CS16
a. Research careers in the Business Management & Administration career cluster.	
b. Link careers in the Business Management & Administration career cluster to keyboarding skills.	
c. Apply speed and accuracy keyboarding skills related to the Business Management & Administration career cluster. (ongoing)	

Scenario

Sit Up!

Unit 4

You are an employee at Safety First Insurance Company. There are four employees in the underwriters department and their job is to create insurance policies for new clients. All employees in this department work at a computer station for more than eight hours a day. One employee complains of having a stiff back and another employee is behind in his work. Your boss has asked you to create a flyer or brochure to post in every room in the building with information to prevent and address these problems to promote a healthy and productive workplace. Develop the flyer to include keyboarding and workplace ergonomics in order to demonstrate proper posture while working at a computer. Be sure to include text and graphics. Present your flyer to your boss for approval.

Important Notes for Unit 4: Keyboarding

Model for and teach students the proper body posture for effective keyboarding. Students should have the following posture:

- Sit straight up in chair
- Back straight
- Feet flat on the floor
- Arms parallel with the keyboard
- Wrists low but off keyboard
- Fingers curved and upright
- Eyes focused on copy

Refer to the fingers as such: index (L1/R1), middle (L2/R2), ring (L3/R3), pinky (L4/R4) and thumb (RT). Teach up to four letters per class meeting using oral instruction and/or keyboarding textbook. Use keyboarding software to supplement instruction. **Space ONCE after all punctuation marks.** Numeric keyboarding and numeric keypad instruction should only take place if time allows.

Ongoing timed writings are necessary to improve speed throughout the entire course. To calculate net words a minute (NWAM), subtract errors from gross words a minute (GWAM) with the formula $GWAM - \text{errors} = NWAM$. You should spend no more than seven weeks on keyboarding instruction. Continue to have students perform timed writings throughout the school year. Students should strive for 30 NWAM by the end of the school year.

Unit 5: Word Processing

Competencies and Suggested Objectives	
1. Investigate word processing skills in the context of the Education and Training career cluster. <small>DOK2, CS6, CS8, CS9, CS10, CS11, CS13, CS15, CS16</small>	
a. Research careers in the Education and Training career cluster.	
b. Link careers in the Education and Training career cluster to word processing skills.	
c. Apply word processing skills related to the Education and Training career cluster.	
2. Perform basic word processing applications. <small>DOK2, CS6, CS8, CS9, CS10, CS11</small>	
a. Use basic word processing commands to create, format, edit, and print documents.	
b. Apply word processing features using appropriate toolbars.	
c. Manage and manipulate files within a word processing application.	
d. Perform common editing and formatting functions.	
3. Generate business correspondence using word processing software. <small>DOK2, CS1, CS6, CS8, CS9, CS10, CS11, CS15</small>	
a. Create business correspondence, such as memos, letters, emails, and so forth using proper business/industry formatting techniques.	
b. Generate a report to include page numbers, footnote/endnotes and works cited page based on school-preferred referencing format.	

Scenario

On the Job

Unit 5

Congratulations! You have recently been hired as an assistant to the director of an employment services center. Your first assignment is to research careers within the education and training career pathway and prepare a report. Include in the report local businesses and organizations that may employ people in this career field. Prepare a business letter to one of the local companies that you identified as a potential employer in this field to invite them to setup a booth at an upcoming job fair. Submit the report and letter to your boss with a memo attached stating the task has been complete and is attached for review.

Unit 6: Multimedia Presentations

Competencies and Suggested Objectives	
1. Investigate multimedia presentation skills in the context of the Hospitality and Tourism career cluster. <small>DOK2, CS9, CS10, CS11, CS15, CS16</small>	<ol style="list-style-type: none">a. Research careers in the Hospitality and Tourism career cluster.b. Link careers in the Hospitality and Tourism career cluster to multimedia presentation skills.c. Apply multimedia presentation skills related to the Hospitality and Tourism career cluster.
2. Demonstrate basic multimedia presentation applications. <small>DOK2, CS9, CS10, CS11</small>	<ol style="list-style-type: none">a. Define various types of multimedia presentation software.b. Define terminology associated with multimedia presentations.c. Demonstrate basic features of multimedia presentation software.
3. Create a multimedia presentation. <small>DOK3, CS6, CS7, CS8, CS9, CS10, CS11, CS13, CS15</small>	<ol style="list-style-type: none">a. Plan a multimedia presentation using proper guidelines.b. Create a professional-quality multimedia presentation.c. Print completed multimedia presentation.d. Edit and format an existing multimedia presentation.
4. Present using a multimedia presentation. <small>DOK3, CS6, CS7, CS8, CS9, CS10, CS11, CS13, CS15</small>	<ol style="list-style-type: none">a. Research effective and ineffective presentation methods.b. Define and identify the equipment needed to present multimedia presentations.c. Present a multimedia presentation to an audience.

Scenario

Highlight Your City

Unit 6

You have recently been employed by your city’s chamber of commerce. Your first assignment is to create a multimedia presentation to be presented at a state business and industry meeting. You have been asked to create and present a presentation that highlights different hospitality/tourism features of your city. Include in your presentation tourist attractions, restaurants, hotels, and events held throughout the year.

Unit 7: Social Media

Competencies and Suggested Objectives	
1. Investigate social media in the context of the Government & Public Administration and the Law, Public Safety, Corrections, & Security career clusters. <small>DOK1, CS1, CS3, CS6, CS7, CS8, CS9, CS10, CS11, CS14, CS16</small>	
a. Research careers in the Government & Public Administration and the Law, Public Safety, Corrections, & Security career clusters.	
b. Link careers and situations in the Government & Public Administration and the Law, Public Safety, Corrections, & Security career clusters to social media.	
2. Investigate the history of social media. <small>DOK1, CS1, CS3, CS6, CS7, CS8, CS9, CS10, CS11, CS14, CS16</small>	
a. Define social media.	
b. Discover how social media evolved in our society.	
c. Investigate the different types of social media (Facebook, Twitter, Google+, Texting, LinkedIn, MyYearbook, MySpace, Instagram, and so forth).	
d. Discuss the pros and cons of social media when used personally, educationally, and professionally.	
3. Analyze the roles of Government & Public Administration and Law, Public Safety, Corrections, & Security careers that address social media issues. <small>DOK1, CS1, CS3, CS6, CS7, CS8, CS9, CS10, CS11, CS14, CS16</small>	
a. Discuss safety precautions and security settings available on social media.	
b. Examine the First Amendment and social media.	
c. Investigate how social media is used by government and safety agencies.	

Scenario

Social Media PSA

Unit 7

Background Information:

Due to the easy access of social media websites, cybercrimes related to the pressure caused by social media are increasing. For example, social media notifications have created an unrealistic perception of social acceptance. Students determine popularity or validation based on the number of “likes” received on photos posted on Instagram, which only fuels the desire to stay connected 24/7.

You are a cyber-detective in the police department’s cyber unit. Based on your experience with social media, the police chief has given you the task of developing a campaign to teach students about the appropriate use, dangers, and/or illegal aspects of social media. You and a fellow detective will create a public service announcement (PSA) to teach 6th graders about social media. Use the following guidelines and resources to plan and create the PSA. Your PSA will be shown to 6th grade students in various schools. The students will complete an evaluation at the end of the PSA. The police chief will review the evaluations and, based on the results, he will select the most effective PSA to be featured on the police department’s website.

Student Competency Profile

Student Name: _____

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

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

Unit 1: Orientation, Ethics, and Internet Tools	
	1. Identify school policies, program policies, and safety procedures related to Information Communication Technology I (ICT I).
	2. Demonstrate responsible use of technology.
	3. Investigate social and ethical issues related to technology in the context of the Law, Public Safety, Corrections & Security career cluster.
	4. Explain telecommunications and how it is used to effectively locate, evaluate, and collect information.
	5. Interact with teachers, peers, and course material using a learning management system.
Unit 2: 21st Century Learner Toolbox	
	1. Differentiate between various learning styles, personality traits, and leadership styles found within the classroom and the workplace.
	2. Demonstrate effective time management skills, study skills, and test-taking strategies. (ongoing)
	3. Demonstrate the skills required to be productive citizens in the 21st century.
	4. Explore careers in each of the 16 National Career Clusters.
Unit 3: Computing Fundamentals and Operating Systems	
	1. Discover computer systems in the context of the Information Technology career cluster.
	2. Demonstrate how to properly care for and maintain computer equipment.
	3. Discover the purposes of various operating systems.
Unit 4: Keyboarding	
	1. Demonstrate an understanding of basic keyboarding information.
	2. Perform keyboarding applications.
	3. Investigate keyboarding skills and ergonomics in the context of Business Management & Administration career cluster.
Unit 5: Word Processing	
	1. Investigate word processing skills in the context of the Education and Training career cluster.

	2.	Perform basic word processing applications.
	3.	Generate business correspondence using word processing software.
Unit 6: Multimedia Presentations		
	1.	Investigate multimedia presentation skills in the context of the Hospitality and Tourism career cluster.
	2.	Demonstrate basic multimedia presentation applications.
	3.	Create a multimedia presentation.
	4.	Present using a multimedia presentation.
Unit 7: Social Media		
	1.	Investigate social media in the context of the Government & Public Administration and the Law, Public Safety, Corrections, & Security career clusters.
	2.	Investigate the history of social media.
	3.	Analyze the roles of Government & Public Administration and Law, Public Safety, Corrections, & Security careers that address social media issues.

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Appendix B: 21st Century Skills¹

21st Century Skills Crosswalk for Information Communication Technology I								
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
21st Century Skills								
CS1		x	x	x		x		x
CS2			x		x			
CS3		x	x					x
CS4			x					
CS5		x	x					
CS6			x			x	x	x
CS7			x	x			x	x
CS8		x	x		x	x	x	x
CS9		x	x	x	x	x	x	x
CS10			x	x	x	x	x	x
CS11		x	x	x	x	x	x	x
CS12			x					
CS13		x	x		x	x	x	
CS14		x	x					x
CS15			x		x	x	x	
CS16		x	x		x	x	x	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

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

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

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

CS5 Environmental Literacy

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

CSS2-Learning and Innovation Skills

CS6 Creativity and Innovation

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

CS7 Critical Thinking and Problem Solving

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

CS8 Communication and Collaboration

1. Communicate Clearly
2. Collaborate with Others

CSS3-Information, Media and Technology Skills

CS9 Information Literacy

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

CS10 Media Literacy

1. Analyze Media
2. Create Media Products

CS11 ICT Literacy

1. Apply Technology Effectively

CSS4-Life and Career Skills

CS12 Flexibility and Adaptability

1. Adapt to change
2. Be Flexible

CS13 Initiative and Self-Direction

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

CS14 Social and Cross-Cultural Skills

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

CS15 Productivity and Accountability

1. Manage Projects
2. Produce Results

CS16 Leadership and Responsibility

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

Appendix C: Common Core Standards

Common Core Crosswalk for English/Language Arts (11-12)								
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Common Core Standards								
RI.11.1.		x	x	x	x	x	x	x
RI.11.2.						x	x	x
RI.11.4.		x	x	x	x	x	x	x
RI.11.5.								x
RI.11.6.						x	x	x
RI.11.7.		x	x	x	x	x	x	x
W.11.1.		x	x	x	x	x	x	x
W.11.2.		x	x	x	x	x	x	x
W.11.4.		x	x	x	x	x	x	x
W.11.5.						x		
W.11.6.		x	x	x	x	x	x	x
W.11.7.						x	x	x
W.11.8.		x				x	x	
W.11.10.		x	x	x	x	x	x	x
SL.11.1.		x	x	x	x	x	x	x
SL.11.2.		x	x	x	x	x	x	x
SL.11.3.		x					x	x
SL.11.4.		x	x	x	x	x	x	x
SL.11.5.							x	x
L.11.1.		x	x	x	x	x	x	x
L.11.2.		x	x	x	x	x	x	x
L.11.3.		x	x			x	x	x
L.11.4.		x	x	x	x	x	x	x
RH.11.1.		x		x				x
RH.11.2.		x		x				x

Reading Standards for Literature (11-12)

College and Career Readiness Anchor Standards for *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 point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).

Integration of Knowledge and Ideas

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

RL.11.8. (Not applicable to literature)

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

Range of Reading and Level of Text Complexity

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.

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.

Reading Standards for Informational Text (11-12)

College and Career Readiness Anchor Standards for *Informational Text*

Key Ideas and Details

RI.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.

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

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

Craft and Structure

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

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

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

Integration of Knowledge and Ideas

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

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

RI.11.9. Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of

Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln’s Second Inaugural Address) for their themes, purposes, and rhetorical features.

Range of Reading and Level of Text Complexity

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

By the end of grade 12, read and comprehend literary nonfiction at the high end of the grades 11–CCR text complexity band independently and proficiently.

College and Career Readiness Anchor Standards for *Writing*

Text Types and Purposes

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

- a. Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
- b. Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
- c. Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
- d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
- e. Provide a concluding statement or section that follows from and supports the argument presented.

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.

- a. Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole;

include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.

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

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

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

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

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

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

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

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

c. Use a variety of techniques to sequence events so that they build 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).

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

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

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.)

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 on page 54.)

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.

a. 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”).

b. 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.

College and Career Readiness Anchor Standards for *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.

a. 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.

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

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

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

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.

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

SL.11.6. Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See grades 11–12 Language standards 1 and 3 on page 54 for specific expectations.)

College and Career Readiness Anchor Standards for *Language*

Conventions of Standard English

L.11.1. Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.

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

L.11.2. Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

- a. Observe hyphenation conventions.
- b. Spell correctly.

Knowledge of Language

L.11.3. Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.

- a. Vary syntax for effect, 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.

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

- b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
- c. Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
- d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).

L.11.5. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

- a. Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
- b. Analyze nuances in the meaning of words with similar denotations.

L.11.6. 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.

Reading Standards for Literacy in History/Social Studies (11-12)

Key Ideas and Details

RH.11.1 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.11.2. 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.11.3. 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.11.4. 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.11.5. 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.11.6. 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.11.7. 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.11.8. Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.

RH.11.9. 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.11.10. By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.

Reading Standards for Literacy in Science and Technical Subjects (11-12)

Key Ideas and Details

RST.11.1. 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.11.2. 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.11.3. 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.11.4. 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.11.5. Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

RST.11.6. 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.

Integration of Knowledge and Ideas

RST.11.7. 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.11.8. 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.11.9. 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.11.10. By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

Writing Standards for Literacy in History/Social Studies, Science, and Technical Subjects (11-12)

Text Types and Purposes

WHST.11.1. Write arguments focused on discipline-specific content.

a. 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.

b. 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.

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

and reasons, between reasons and evidence, and between claim(s) and counterclaims.

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

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

WHST.11.2. Write informative/explanatory texts, including the narration of historical events, scientific procedures/experiments, or technical processes.

a. 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.

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

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

d. 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.

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

WHST.11.3. (Not applicable as a separate requirement)

Production and Distribution of Writing

WHST.11.4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

WHST.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.

WHST.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

WHST.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.

WHST.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 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.

WHST.11.9. Draw evidence from informational texts to support analysis, reflection, and research.

Range of Writing

WHST.11.10. 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.

Common Core Crosswalk for Mathematics (11-12)								
	Units	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
Common Core Standards								
S-ID.1.		x	x	x	x	x	x	x
S-IC.6.		x				x	x	x

Mathematics (High School)

Number and Quantity

The Real Number System

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.

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

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.

Quantities

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.

The Complex Number System

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.

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

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.

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

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

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

Vector and Matrix 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 , $|v|$, $\|v\|$, \vec{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.

N-VM.4. (+) Add and subtract vectors

N-VM.4.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.

N-VM.4.b. Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.

N-VM.4.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.

N-VM.5.a. Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$.

N-VM.5.b. Compute the magnitude of a scalar multiple cv using $\|cv\| = |c|v$. Compute the direction of cv knowing that when $|c|v \neq 0$, the direction of cv is either along v (for $c > 0$) or against v (for $c < 0$).

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

Seeing Structure in Expressions

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

A-SSE.1.a. Interpret parts of an expression, such as terms, factors, and coefficients.

A-SSE.1.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. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.

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-SSE.3.a. Factor a quadratic expression to reveal the zeros of the function it defines.

A-SSE.3.b. Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.

A-SSE.3.c. Use the properties of exponents to transform expressions for exponential functions.

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.

Arithmetic with Polynomials and Rational Expressions

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

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.

A-APR.4. Prove polynomial identities and use them to describe numerical relationships.

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.

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.

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.

Creating Equations

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 nonviable 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 .

Reasoning with Equations and Inequalities

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.

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-REI.4.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.

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

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.

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

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).

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

Interpreting Functions

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 $n \geq 1$.

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.

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.

F-IF.7.a. Graph linear and quadratic functions and show intercepts, maxima, and minima.

F-IF.7.b. Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.

F-IF.7.c. Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.

F-IF.7.d. (+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.

F-IF.7.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.

F-IF.8.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.8.b. Use the properties of exponents to interpret expressions for exponential functions.

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.

Building Functions

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

F-BF.1.a. Determine an explicit expression, a recursive process, or steps for calculation from a context.

F-BF.1.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.1.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.

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.

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.

F-BF.4.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.

F-BF.4.b. (+) Verify by composition that one function is the inverse of another.

F-BF.4.c. (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.

F-BF.4.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.

Linear, Quadratic, and Exponential Models

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

F-LE.1.a. Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.

F-LE.1.b. Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.

F-LE.1.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.

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

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

Trigonometric Functions

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.

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.

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

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.

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

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

Geometry

Congruence

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.

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.

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.

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.

Similarity, Right Triangles, and Trigonometry

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

G-SRT.1.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.

G-SRT.1.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.

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.

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.

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).

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.

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

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.

Expressing Geometric Properties with Equations

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.

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.

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

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

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

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

Geometric Measurement and Dimension

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.2. (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.

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

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.

Modeling with Geometry

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

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

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

Statistics and Probability

Interpreting Categorical and Quantitative Data

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).

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.

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.

S-ID.6.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.

S-ID.6.b. Informally assess the fit of a function by plotting and analyzing residuals.

S-ID.6.c. Fit a linear function for a scatter plot that suggests a linear association.

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.

Making Inferences and Justifying Conclusions

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

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

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.

Conditional Probability and the Rules of Probability

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

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

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

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

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

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

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

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

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

Using Probability to Make Decisions

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?

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

S-MD.5.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.

S-MD.5.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).

Appendix D: National Educational Technology Standards for Students (NETS-S)

NETS Crosswalk for Information Communication Technology I								
	Course	Unit 1	Unit 2	Unit 3	Unit 4	Unit 5	Unit 6	Unit 7
NETS Standards								
T1		x	x	x	x	x	x	x
T2		x	x	x	x	x	x	x
T3		x	x	x	x	x	x	x
T4		x	x	x	x	x	x	x
T5		x	x	x	x	x	x	x
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.