

## MATHEMATICS

COMMON CORE STATE STANDARD	CURRENTLY USE IN CTE INSTRUCTION	CAN/WILL USE IN CTE INSTRUCTION
<b>SMP.1</b> Make sense of problems and persevere in solving them.		
<b>SMP.2</b> Reason abstractly and quantitatively.		
<b>SMP.3</b> Construct viable arguments and critique the reasoning of others.		
<b>SMP.4</b> Model with mathematics.		
<b>SMP.5</b> Use appropriate tools strategically.		
<b>SMP.6</b> Attend to precision.		
<b>SMP.7</b> Look for and make use of structure.		
<b>SMP.8</b> Look for and express regularity in repeated reasoning.		
<b>F-BF</b> <i>Build a function that models a relationship between two quantities.</i>		
<b>G-MG</b> <i>Apply geometric concepts in modeling situations.</i>		
<b>S-CP</b> <i>Understand independence and conditional probability and use them to interpret data.*</i>		
<b>S-IC</b> <i>Understand and evaluate random processes underlying statistical experiments.*</i>		
<b>S-IC</b> <i>Make inferences and justify conclusions from sample surveys, experiments and observational studies.*</i>		
<b>S-ID</b> <i>Summarize, represent and interpret data on a single count or measurement variable.*</i>		
<b>S-ID</b> <i>Summarize, represent and interpret data on two categorical and quantitative variables.*</i>		
<b>S-ID</b> <i>Interpret linear models.*</i>		
<b>S-MD</b> <i>Use probability to evaluate outcomes of decisions.*</i>		
<b>S-IC</b> <i>Understand and evaluate random processes underlying statistical experiments.*</i>		

## ELA/LITERACY

COMMON CORE STATE STANDARD	CURRENTLY USE IN CTE INSTRUCTION	CAN/WILL USE IN CTE INSTRUCTION
<p><b>SL.11-12.1a-d</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grades 11–12 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>		
<p><b>SL.11-12.2</b> 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.</p>		
<p><b>SL.11-12.3</b> 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.</p>		
<p><b>SL.11-12.4</b> 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.</p>		
<p><b>SL.11-12.5</b> 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.</p>		
<p><b>SL.11-12.1a-d</b> Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups and teacher-led) with diverse partners on <i>grades 11–12 topics, texts and issues</i>, building on others’ ideas and expressing their own clearly and persuasively.</p>		
<p><b>SL.11-12.2</b> 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.</p>		

<b>SL.11-12.3</b> 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.		
<b>SL.11-12.4</b> 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.		
<b>RH.9-10.6</b> Compare the point of view of two or more authors for how they treat the same or similar topics, including which details they include and emphasize in their respective accounts.		
<b>RH.11-12.1</b> 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.		
<b>RI/RH/RST.11-12.7</b> Integrate and evaluate multiple sources of information presented in different media or formats as well as in words in order to address a question or solve a problem.		
<b>RH.11-12.9</b> Integrate information from diverse sources, both primary and secondary, into coherent understanding of an idea or event, noting discrepancies among sources.		
<b>RST.9-10.8</b> Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.		
<b>RST.9-10.9</b> Compare and contrast the information gained from experiments, simulations, video or multimedia sources with that gained from reading a text on the same topic.		
<b>RST.11-12.9</b> Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.		

<p><b>W/WHST.9-10.6</b> Use technology, including the Internet, to produce, publish and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.</p>		
<p><b>W/WHST.9-12.1a-e</b> Write arguments focused on discipline-specific content.</p>		
<p><b>W/WHST.9-12.2a-e</b> Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments or technical processes) to examine and convey complex ideas, concepts and information clearly and accurately through the effective selection, organization and analysis of content.</p>		
<p><b>W/WHST.11-12.7</b> 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.</p>		
<p><b>W/WHST.11-12.8</b> 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.</p>		