

CcByGrade8

Code	Standard Level	By Grade	Description
Cc_Math	Content Area		
	Standard		Expressions And Equations
	Strand		Analyze And Solve Linear Equations And Pairs Of Simultaneous Linear Equations.
Cc_Math 8.EE.7	Content Statement	8	Solve linear equations in one variable.
Cc_Math 8.EE.7a	Content Statement	8	Give examples of linear equations in one variable with one solution, infinitely many solutions, or no solutions. Show which of these possibilities is the case by successively transforming the given equation into simpler forms, until an equivalent equation of the form $x = a$, $a = a$, or $a = b$ results (where a and b are different numbers).
Cc_Math 8.EE.7b	Content Statement	8	Solve linear equations with rational number coefficients, including equations whose solutions require expanding expressions using the distributive property and collecting like terms.
Cc_Math 8.EE.8	Content Statement	8	Analyze and solve pairs of simultaneous linear equations.
Cc_Math 8.EE.8a	Content Statement	8	Understand that solutions to a system of two linear equations in two variables correspond to points of intersection of their graphs, because points of intersection satisfy both equations simultaneously.
Cc_Math 8.EE.8b	Content Statement	8	Solve systems of two linear equations in two variables algebraically, and estimate solutions by graphing the equations. Solve simple cases by inspection. For example, $3x + 2y = 5$ and $3x + 2y = 6$ have no solution because $3x + 2y$ cannot simultaneously be 5 and 6.
Cc_Math 8.EE.8c	Content Statement	8	Solve real-world and mathematical problems leading to two linear equations in two variables. For example, given coordinates for two pairs of points, determine whether the line through the first pair of points intersects the line through the second pair.
	Strand		Solve Real-Life And Mathematical Problems Using Numerical And Algebraic Expressions And Equations.
Cc_Math 7.EE.3	Content Statement	7	Solve multi-step real-life and mathematical problems posed with positive and negative rational numbers in any form (whole numbers, fractions, and decimals), using tools strategically. Apply properties of operations to calculate with numbers in any form; convert between forms as appropriate; and assess the reasonableness of answers using mental computation and estimation strategies. For example: If a woman making \$25 an hour gets a 10% raise, she will make an additional $\frac{1}{10}$ of her salary an hour, or \$2.50, for a new salary of \$27.50. If you want to place a towel bar $9\frac{3}{4}$ inches long in the center of a door that is $27\frac{1}{2}$ inches wide, you will need to place the bar about 9 inches from each edge; this estimate can be used as a check on the exact computation.
Cc_Math 7.EE.4a	Content Statement	7	Solve word problems leading to equations of the form $px + q = r$ and $p(x + q) = r$, where p , q , and r are specific rational numbers. Solve equations of these forms fluently. Compare an algebraic solution to an arithmetic solution, identifying the sequence of the operations used in each approach. For example, the perimeter of a rectangle is 54 cm. Its length is 6 cm. What is its width?
Cc_Math 7.EE.4	Content Statement	7	Use variables to represent quantities in a real-world or mathematical problem, and construct simple equations and inequalities to solve problems by reasoning about the quantities.
Cc_Math 7.EE.4b	Content Statement	7	Solve word problems leading to inequalities of the form $px + q > r$ or $px + q < r$, where p , q , and r are specific rational numbers. Graph the solution set of the inequality and interpret it in the context of the problem. For example: As a salesperson, you are paid \$50 per week plus \$3 per sale. This week you want your pay to be at least \$100. Write an inequality for the number of sales you need to make, and describe the solutions.
	Strand		Understand The Connections Between Proportional Relationships, Lines, And Linear Equations.
Cc_Math 8.EE.5	Content Statement	8	Graph proportional relationships, interpreting the unit rate as the slope of the graph. Compare two different proportional relationships represented in different ways. For example, compare a distance-time graph to a distance-time equation to determine which of two moving objects has greater speed.

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Cc_Math 8.EE.6	Content Statement	8	Use similar triangles to explain why the slope m is the same between any two distinct points on a non-vertical line in the coordinate plane; derive the equation $y = mx$ for a line through the origin and the equation $y = mx + b$ for a line intercepting the vertical axis at b .
	Strand		Use Properties Of Operations To Generate Equivalent Expressions.
Cc_Math 7.EE.1	Content Statement	7	Apply properties of operations as strategies to add, subtract, factor, and expand linear expressions with rational coefficients.
Cc_Math 7.EE.2	Content Statement	7	Understand that rewriting an expression in different forms in a problem context can shed light on the problem and how the quantities in it are related. For example, $a + 0.05a = 1.05a$ means that “increase by 5%” is the same as “multiply by 1.05.”
	Strand		Work With Radicals And Integer Exponents.
Cc_Math 8.EE.1	Content Statement	8	Know and apply the properties of integer exponents to generate equivalent numerical expressions. For example, $32 \times 3^{-5} = 3^{-3} = 1/33 = 1/27$.
Cc_Math 8.EE.2	Content Statement	8	Use square root and cube root symbols to represent solutions to equations of the form $x^2 = p$ and $x^3 = p$, where p is a positive rational number. Evaluate square roots of small perfect squares and cube roots of small perfect cubes. Know that $\sqrt{2}$ is irrational.
Cc_Math 8.EE.3	Content Statement	8	Use numbers expressed in the form of a single digit times an integer power of 10 to estimate very large or very small quantities, and to express how many times as much one is than the other. For example, estimate the population of the United States as 3×10^8 and the population of the world as 7×10^9 , and determine that the world population is more than 20 times larger.
Cc_Math 8.EE.4	Content Statement	8	Perform operations with numbers expressed in scientific notation, including problems where both decimal and scientific notation are used. Use scientific notation and choose units of appropriate size for measurements of very large or very small quantities (e.g., use millimeters per year for seafloor spreading). Interpret scientific notation that has been generated by technology.
	Standard		Functions
	Strand		Define, Evaluate, And Compare Functions.
Cc_Math 8.F.1	Content Statement	8	Understand that a function is a rule that assigns to each input exactly one output. The graph of a function is the set of ordered pairs consisting of an input and the corresponding output. ¹
Cc_Math 8.F.2	Content Statement	8	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a linear function represented by a table of values and a linear function represented by an algebraic expression, determine which function has the greater rate of change.
Cc_Math 8.F.3	Content Statement	8	Interpret the equation $y = mx + b$ as defining a linear function, whose graph is a straight line; give examples of functions that are not linear. For example, the function $A = s^2$ giving the area of a square as a function of its side length is not linear because its graph contains the points (1,1), (2,4) and (3,9), which are not on a straight line.
	Strand		Use Functions To Model Relationships Between Quantities.
Cc_Math 8.F.4	Content Statement	8	Construct a function to model a linear relationship between two quantities. Determine the rate of change and initial value of the function from a description of a relationship or from two (x, y) values, including reading these from a table or from a graph. Interpret the rate of change and initial value of a linear function in terms of the situation it models, and in terms of its graph or a table of values.
Cc_Math 8.F.5	Content Statement	8	Describe qualitatively the functional relationship between two quantities by analyzing a graph (e.g., where the function is increasing or decreasing, linear or nonlinear). Sketch a graph that exhibits the qualitative features of a function that has been described verbally.
	Standard		Geometry
	Strand		Draw, Construct, And Describe Geometrical Figures And Describe The Relationships Between Them.
Cc_Math 7.G.1	Content Statement	7	Solve problems involving scale drawings of geometric figures, including computing actual lengths and areas from a scale drawing and reproducing a scale drawing at a different scale.

Code	Standard Level	By Grade	Description
Cc_Math 7.G.2	Content Statement	7	Draw (freehand, with ruler and protractor, and with technology) geometric shapes with given conditions. Focus on constructing triangles from three measures of angles or sides, noticing when the conditions determine a unique triangle, more than one triangle, or no triangle.
Cc_Math 7.G.3	Content Statement	7	Describe the two-dimensional figures that result from slicing three-dimensional figures, as in plane sections of right rectangular prisms and right rectangular pyramids.
	Strand		Solve Real-Life And Mathematical Problems Involving Angle Measure, Area, Surface Area, And Volume.
Cc_Math 7.G.4	Content Statement	7	Know the formulas for the area and circumference of a circle and use them to solve problems; give an informal derivation of the relationship between the circumference and area of a circle.
Cc_Math 7.G.5	Content Statement	7	Use facts about supplementary, complementary, vertical, and adjacent angles in a multi-step problem to write and solve simple equations for an unknown angle in a figure.
Cc_Math 7.G.6	Content Statement	7	Solve real-world and mathematical problems involving area, volume and surface area of two- and three-dimensional objects composed of triangles, quadrilaterals, polygons, cubes, and right prisms.
	Strand		Solve Real-World And Mathematical Problems Involving Volume Of Cylinders, Cones, And Spheres.
Cc_Math 8.G.9	Content Statement	8	Know the formulas for the volumes of cones, cylinders, and spheres and use them to solve real-world and mathematical problems.
	Strand		Understand And Apply The Pythagorean Theorem.
Cc_Math 8.G.6	Content Statement	8	Explain a proof of the Pythagorean Theorem and its converse.
Cc_Math 8.G.7	Content Statement	8	Apply the Pythagorean Theorem to determine unknown side lengths in right triangles in real-world and mathematical problems in two and three dimensions.
Cc_Math 8.G.8	Content Statement	8	Apply the Pythagorean Theorem to find the distance between two points in a coordinate system.
	Strand		Understand Congruence And Similarity Using Physical Models, Transparencies, Or Geometry Software.
Cc_Math 8.G.1	Content Statement	8	Verify experimentally the properties of rotations, reflections, and translations:
Cc_Math 8.G.1a	Content Statement	8	Lines are taken to lines, and line segments to line segments of the same length.
Cc_Math 8.G.1b	Content Statement	8	Angles are taken to angles of the same measure.
Cc_Math 8.G.1c	Content Statement	8	Parallel lines are taken to parallel lines.
Cc_Math 8.G.2	Content Statement	8	Understand that a two-dimensional figure is congruent to another if the second can be obtained from the first by a sequence of rotations, reflections, and translations; given two congruent figures, describe a sequence that exhibits the congruence between them.
Cc_Math 8.G.3	Content Statement	8	Describe the effect of dilations, translations, rotations, and reflections on two-dimensional figures using coordinates.
Cc_Math 8.G.4	Content Statement	8	Understand that a two-dimensional figure is similar to another if the second can be obtained from the first by a sequence of rotations, reflections, translations, and dilations; given two similar two-dimensional figures, describe a sequence that exhibits the similarity between them.
Cc_Math 8.G.5	Content Statement	8	Use informal arguments to establish facts about the angle sum and exterior angle of triangles, about the angles created when parallel lines are cut by a transversal, and the angle-angle criterion for similarity of triangles. For example, arrange three copies of the same triangle so that the sum of the three angles appears to form a line, and give an argument in terms of transversals why this is so.
	Standard		Measurement And Data
	Standard		The Number System
	Strand		Apply And Extend Previous Understandings Of Operations With Fractions To Add, Subtract, Multiply, And Divide Rational Numbers.

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Cc_Math 7.NS.1	Content Statement	7	Apply and extend previous understandings of addition and subtraction to add and subtract rational numbers; represent addition and subtraction on a horizontal or vertical number line diagram.
Cc_Math 7.NS.1a	Content Statement	7	Describe situations in which opposite quantities combine to make 0. For example, a hydrogen atom has 0 charge because its two constituents are oppositely charged.
Cc_Math 7.NS.1b	Content Statement	7	Understand $p + q$ as the number located a distance $ q $ from p , in the positive or negative direction depending on whether q is positive or negative. Show that a number and its opposite have a sum of 0 (are additive inverses). Interpret sums of rational numbers by describing real-world contexts.
Cc_Math 7.NS.1c	Content Statement	7	Understand subtraction of rational numbers as adding the additive inverse, $p - q = p + (-q)$. Show that the distance between two rational numbers on the number line is the absolute value of their difference, and apply this principle in real-world contexts.
Cc_Math 7.NS.1d	Content Statement	7	Apply properties of operations as strategies to add and subtract rational numbers.
Cc_Math 7.NS.2d	Content Statement	7	Convert a rational number to a decimal using long division; know that the decimal form of a rational number terminates in 0s or eventually repeats.
Cc_Math 7.NS.2a	Content Statement	7	Understand that multiplication is extended from fractions to rational numbers by requiring that operations continue to satisfy the properties of operations, particularly the distributive property, leading to products such as $(-1)(-1) = 1$ and the rules for multiplying signed numbers. Interpret products of rational numbers by describing real-world contexts.
Cc_Math 7.NS.2b	Content Statement	7	Understand that integers can be divided, provided that the divisor is not zero, and every quotient of integers (with non-zero divisor) is a rational number. If p and q are integers, then $-(p/q) = (-p)/q = p/(-q)$. Interpret quotients of rational numbers by describing real-world contexts.
Cc_Math 7.NS.2c	Content Statement	7	Apply properties of operations as strategies to multiply and divide rational numbers.
Cc_Math 7.NS.2	Content Statement	7	Apply and extend previous understandings of multiplication and division and of fractions to multiply and divide rational numbers.
Cc_Math 7.NS.3	Content Statement	7	Solve real-world and mathematical problems involving the four operations with rational numbers.
	Strand		Know That There Are Numbers That Are Not Rational, And Approximate Them By Rational Numbers.
Cc_Math 8.NS.1	Content Statement	8	Know that numbers that are not rational are called irrational. Understand informally that every number has a decimal expansion; for rational numbers show that the decimal expansion repeats eventually, and convert a decimal expansion which repeats eventually into a rational number.
Cc_Math 8.NS.2	Content Statement	8	Use rational approximations of irrational numbers to compare the size of irrational numbers, locate them approximately on a number line diagram, and estimate the value of expressions (e.g., $\sqrt{2}$). For example, by truncating the decimal expansion of $\sqrt{2}$, show that $\sqrt{2}$ is between 1 and 2, then between 1.4 and 1.5, and explain how to continue on to get better approximations.
	Standard		Ratios And Proportional Relationships
	Strand		Analyze Proportional Relationships And Use Them To Solve Real-World And Mathematical Problems.
Cc_Math 7.RP.1	Content Statement	7	Compute unit rates associated with ratios of fractions, including ratios of lengths, areas and other quantities measured in like or different units. For example, if a person walks $\frac{1}{2}$ mile in each $\frac{1}{4}$ hour, compute the unit rate as the complex fraction $\frac{1/2}{1/4}$ miles per hour, equivalently 2 miles per hour.
Cc_Math 7.RP.2	Content Statement	7	Recognize and represent proportional relationships between quantities.
Cc_Math 7.RP.2a	Content Statement	7	Decide whether two quantities are in a proportional relationship, e.g., by testing for equivalent ratios in a table or graphing on a coordinate plane and observing whether the graph is a straight line through the origin.
Cc_Math 7.RP.2d	Content Statement	7	Explain what a point (x, y) on the graph of a proportional relationship means in terms of the situation, with special attention to the points $(0, 0)$ and $(1, r)$ where r is the unit rate.

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Cc_Math 7.RP.2c	Content Statement	7	Represent proportional relationships by equations. For example, if total cost t is proportional to the number n of items purchased at a constant price p , the relationship between the total cost and the number of items can be expressed as $t = pn$.
Cc_Math 7.RP.2b	Content Statement	7	Identify the constant of proportionality (unit rate) in tables, graphs, equations, diagrams, and verbal descriptions of proportional relationships.
Cc_Math 7.RP.3	Content Statement	7	Use proportional relationships to solve multistep ratio and percent problems. Examples: simple interest, tax, markups and markdowns, gratuities and commissions, fees, percent increase and decrease, percent error.
	Standard		Statistics And Probability
	Strand		Draw Informal Comparative Inferences About Two Populations.
Cc_Math 7.SP.3	Content Statement	7	Informally assess the degree of visual overlap of two numerical data distributions with similar variabilities, measuring the difference between the centers by expressing it as a multiple of a measure of variability. For example, the mean height of players on the basketball team is 10 cm greater than the mean height of players on the soccer team, about twice the variability (mean absolute deviation) on either team; on a dot plot, the separation between the two distributions of heights is noticeable.
Cc_Math 7.SP.4	Content Statement	7	Use measures of center and measures of variability for numerical data from random samples to draw informal comparative inferences about two populations. For example, decide whether the words in a chapter of a seventh-grade science book are generally longer than the words in a chapter of a fourth-grade science book.
	Strand		Investigate Chance Processes And Develop, Use, And Evaluate Probability Models.
Cc_Math 7.SP.5	Content Statement	7	Understand that the probability of a chance event is a number between 0 and 1 that expresses the likelihood of the event occurring. Larger numbers indicate greater likelihood. A probability near 0 indicates an unlikely event, a probability around $1/2$ indicates an event that is neither unlikely nor likely, and a probability near 1 indicates a likely event.
Cc_Math 7.SP.6	Content Statement	7	Approximate the probability of a chance event by collecting data on the chance process that produces it and observing its long-run relative frequency, and predict the approximate relative frequency given the probability. For example, when rolling a number cube 600 times, predict that a 3 or 6 would be rolled roughly 200 times, but probably not exactly 200 times.
Cc_Math 7.SP.7	Content Statement	7	Develop a probability model and use it to find probabilities of events. Compare probabilities from a model to observed frequencies; if the agreement is not good, explain possible sources of the discrepancy.
Cc_Math 7.SP.7a	Content Statement	7	Develop a uniform probability model by assigning equal probability to all outcomes, and use the model to determine probabilities of events. For example, if a student is selected at random from a class, find the probability that Jane will be selected and the probability that a girl will be selected.
Cc_Math 7.SP.7b	Content Statement	7	Develop a probability model (which may not be uniform) by observing frequencies in data generated from a chance process. For example, find the approximate probability that a spinning penny will land heads up or that a tossed paper cup will land open-end down. Do the outcomes for the spinning penny appear to be equally likely based on the observed frequencies?
Cc_Math 7.SP.8	Content Statement	7	Find probabilities of compound events using organized lists, tables, tree diagrams, and simulation.
Cc_Math 7.SP.8a	Content Statement	7	Understand that, just as with simple events, the probability of a compound event is the fraction of outcomes in the sample space for which the compound event occurs.
Cc_Math 7.SP.8b	Content Statement	7	Represent sample spaces for compound events using methods such as organized lists, tables and tree diagrams. For an event described in everyday language (e.g., "rolling double sixes"), identify the outcomes in the sample space which compose the event.
Cc_Math 7.SP.8c	Content Statement	7	Design and use a simulation to generate frequencies for compound events. For example, use random digits as a simulation tool to approximate the answer to the question: If 40% of donors have type A blood, what is the probability that it will take at least 4 donors to find one with type A blood?

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	Strand		Investigate Patterns Of Association In Bivariate Data.
Cc_Math 8.SP.1	Content Statement	8	Construct and interpret scatter plots for bivariate measurement data to investigate patterns of association between two quantities. Describe patterns such as clustering, outliers, positive or negative association, linear association, and nonlinear association.
Cc_Math 8.SP.2	Content Statement	8	Know that straight lines are widely used to model relationships between two quantitative variables. For scatter plots that suggest a linear association, informally fit a straight line, and informally assess the model fit by judging the closeness of the data points to the line.
Cc_Math 8.SP.3	Content Statement	8	Use the equation of a linear model to solve problems in the context of bivariate measurement data, interpreting the slope and intercept. For example, in a linear model for a biology experiment, interpret a slope of 1.5 cm/hr as meaning that an additional hour of sunlight each day is associated with an additional 1.5 cm in mature plant height.
Cc_Math 8.SP.4	Content Statement	8	Understand that patterns of association can also be seen in bivariate categorical data by displaying frequencies and relative frequencies in a two-way table. Construct and interpret a two-way table summarizing data on two categorical variables collected from the same subjects. Use relative frequencies calculated for rows or columns to describe possible association between the two variables. For example, collect data from students in your class on whether or not they have a curfew on school nights and whether or not they have assigned chores at home. Is there evidence that those who have a curfew also tend to have chores?
	Strand		Use Random Sampling To Draw Inferences About A Population.
Cc_Math 7.SP.1	Content Statement	7	Understand that statistics can be used to gain information about a population by examining a sample of the population; generalizations about a population from a sample are valid only if the sample is representative of that population. Understand that random sampling tends to produce representative samples and support valid inferences.
Cc_Math 7.SP.2	Content Statement	7	Use data from a random sample to draw inferences about a population with an unknown characteristic of interest. Generate multiple samples (or simulated samples) of the same size to gauge the variation in estimates or predictions. For example, estimate the mean word length in a book by randomly sampling words from the book; predict the winner of a school election based on randomly sampled survey data. Gauge how far off the estimate or prediction might be.
Cc_Reading	Content Area		
	Standard		Language
	Strand		Conventions of Standard English
Cc_Reading 7.L.1	Content Statement	7	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 7.L.1a	Content Statement	7	Explain the function of phrases and clauses in general and their function in specific sentences.
Cc_Reading 7.L.1b	Content Statement	7	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.
Cc_Reading 7.L.1c	Content Statement	7	Place phrases and clauses within a sentence, recognizing and correcting misplaced and dangling modifiers.*
Cc_Reading 7.L.2	Content Statement	7	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 7.L.2a	Content Statement	7	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).
Cc_Reading 7.L.2b	Content Statement	7	Spell correctly.
Cc_Reading 8.L.1	Content Statement	8	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 8.L.1a	Content Statement	8	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.
Cc_Reading 8.L.1b	Content Statement	8	Form and use verbs in the active and passive voice.
Cc_Reading 8.L.1c	Content Statement	8	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.

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Cc_Reading 8.L.1d	Content Statement	8	Recognize and correct inappropriate shifts in verb voice and mood.*
Cc_Reading 8.L.2	Content Statement	8	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 8.L.2a	Content Statement	8	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.
Cc_Reading 8.L.2b	Content Statement	8	Use an ellipsis to indicate an omission.
Cc_Reading 8.L.2c	Content Statement	8	Spell correctly.
Cc_Reading 9-10.L.1	Content Statement	9-10	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 9-10.L.1a	Content Statement	9-10	Use parallel structure.*
Cc_Reading 9-10.L.1b	Content Statement	9-10	Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Cc_Reading 9-10.L.2	Content Statement	9-10	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 9-10.L.2a	Content Statement	9-10	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
Cc_Reading 9-10.L.2b	Content Statement	9-10	Use a colon to introduce a list or quotation.
Cc_Reading 9-10.L.2c	Content Statement	9-10	Spell correctly.
	Strand		Knowledge of Language
Cc_Reading 7.L.3	Content Statement	7	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 7.L.3a	Content Statement	7	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.*
Cc_Reading 8.L.3	Content Statement	8	Use knowledge of language and its conventions when writing, speaking, reading, or listening.
Cc_Reading 8.L.3a	Content Statement	8	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).
Cc_Reading 9-10.L.3	Content Statement	9-10	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.
Cc_Reading 9-10.L.3a	Content Statement	9-10	Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.
	Strand		Vocabulary Acquisition and Use
Cc_Reading 7.L.4	Content Statement	7	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grade 7 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 7.L.4a	Content Statement	7	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Cc_Reading 7.L.4b	Content Statement	7	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., belligerent, bellicose, rebel).
Cc_Reading 7.L.4c	Content Statement	7	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 or its part of speech.
Cc_Reading 7.L.4d	Content Statement	7	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).
Cc_Reading 7.L.5	Content Statement	7	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.

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Cc_Reading 7.L.5a	Content Statement	7	Interpret figures of speech (e.g., literary, biblical, and mythological allusions) in context.
Cc_Reading 7.L.5b	Content Statement	7	Use the relationship between particular words (e.g., synonym/antonym, analogy) to better understand each of the words.
Cc_Reading 7.L.5c	Content Statement	7	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., refined, respectful, polite, diplomatic, condescending).
Cc_Reading 7.L.6	Content Statement	7	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Cc_Reading 8.L.4	Content Statement	8	Determine or clarify the meaning of unknown and multiple-meaning words or phrases based on grade 8 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 8.L.4a	Content Statement	8	Use context (e.g., the overall meaning of a sentence or paragraph; a word's position or function in a sentence) as a clue to the meaning of a word or phrase.
Cc_Reading 8.L.4b	Content Statement	8	Use common, grade-appropriate Greek or Latin affixes and roots as clues to the meaning of a word (e.g., precede, recede, secede).
Cc_Reading 8.L.4c	Content Statement	8	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 or its part of speech.
Cc_Reading 8.L.4d	Content Statement	8	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).
Cc_Reading 8.L.5	Content Statement	8	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 8.L.5a	Content Statement	8	Interpret figures of speech (e.g. verbal irony, puns) in context.
Cc_Reading 8.L.5b	Content Statement	8	Use the relationship between particular words to better understand each of the words.
Cc_Reading 8.L.5c	Content Statement	8	Distinguish among the connotations (associations) of words with similar denotations (definitions) (e.g., bullheaded, willful, firm, persistent, resolute).
Cc_Reading 8.L.6	Content Statement	8	Acquire and use accurately grade-appropriate general academic and domain-specific words and phrases; gather vocabulary knowledge when considering a word or phrase important to comprehension or expression.
Cc_Reading 9-10.L.4	Content Statement	9-10	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 9-10.L.4a	Content Statement	9-10	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.
Cc_Reading 9-10.L.4b	Content Statement	9-10	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
Cc_Reading 9-10.L.4c	Content Statement	9-10	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
Cc_Reading 9-10.L.4d	Content Statement	9-10	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).
Cc_Reading 9-10.L.5	Content Statement	9-10	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 9-10.L.5a	Content Statement	9-10	Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
Cc_Reading 9-10.L.5b	Content Statement	9-10	Analyze nuances in the meaning of words with similar denotations.
Cc_Reading 9-10.L.6	Content Statement	9-10	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.

Code	Standard Level	By Grade	Description
	Standard		Reading History/Social Studies
	Strand		Craft and Structure
Cc_Reading 9-10.RH.4	Content Statement	9-10	Determine the meaning of words and phrases as they are used in a text, including vocabulary describing political, social, or economic aspects of history/social science.
Cc_Reading 9-10.RH.5	Content Statement	9-10	Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.
Cc_Reading 9-10.RH.6	Content Statement	9-10	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.
	Strand		Integration of Knowledge and Ideas
Cc_Reading 9-10.RH.7	Content Statement	9-10	Integrate quantitative or technical analysis (e.g., charts, research data) with qualitative analysis in print or digital text.
Cc_Reading 9-10.RH.8	Content Statement	9-10	Assess the extent to which the reasoning and evidence in a text support the author's claims.
Cc_Reading 9-10.RH.9	Content Statement	9-10	Compare and contrast treatments of the same topic in several primary and secondary sources.
	Strand		Key Ideas and Details
Cc_Reading 9-10.RH.1	Content Statement	9-10	Cite specific textual evidence to support analysis of primary and secondary sources, attending to such features as the date and origin of the information.
Cc_Reading 9-10.RH.2	Content Statement	9-10	Determine the central ideas or information of a primary or secondary source; provide an accurate summary of how key events or ideas develop over the course of the text.
Cc_Reading 9-10.RH.3	Content Statement	9-10	Analyze in detail a series of events described in a text; determine whether earlier events caused later ones or simply preceded them.
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading 9-10.RH.10	Content Statement	9-10	By the end of grade 10, read and comprehend history/social studies texts in the grades 9–10 text complexity band independently and proficiently.
	Standard		Reading Informational
	Strand		Craft and Structure
Cc_Reading 7.RI.4	Content Statement	7	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of a specific word choice on meaning and tone.
Cc_Reading 7.RI.5	Content Statement	7	Analyze the structure an author uses to organize a text, including how the major sections contribute to the whole and to the development of the ideas.
Cc_Reading 7.RI.6	Content Statement	7	Determine an author's point of view or purpose in a text and analyze how the author distinguishes his or her position from that of others.
Cc_Reading 8.RI.4	Content Statement	8	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Cc_Reading 8.RI.5	Content Statement	8	Analyze in detail the structure of a specific paragraph in a text, including the role of particular sentences in developing and refining a key concept.
Cc_Reading 8.RI.6	Content Statement	8	Determine an author's point of view or purpose in a text and analyze how the author acknowledges and responds to conflicting evidence or viewpoints.
Cc_Reading 9-10.RI.4	Content Statement	9-10	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).
Cc_Reading 9-10.RI.5	Content Statement	9-10	Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
Cc_Reading 9-10.RI.6	Content Statement	9-10	Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.
	Strand		Integration of Knowledge and Ideas

Code	Standard Level	By Grade	Description
Cc_Reading 7.RI.7	Content Statement	7	Compare and contrast a text to an audio, video, or multimedia version of the text, analyzing each medium's portrayal of the subject (e.g., how the delivery of a speech affects the impact of the words).
Cc_Reading 7.RI.8	Content Statement	7	Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims.
Cc_Reading 7.RI.9	Content Statement	7	Analyze how two or more authors writing about the same topic shape their presentations of key information by emphasizing different evidence or advancing different interpretations of facts.
Cc_Reading 8.RI.7	Content Statement	8	Evaluate the advantages and disadvantages of using different mediums (e.g., print or digital text, video, multimedia) to present a particular topic or idea.
Cc_Reading 8.RI.8	Content Statement	8	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced.
Cc_Reading 8.RI.9	Content Statement	8	Analyze a case in which two or more texts provide conflicting information on the same topic and identify where the texts disagree on matters of fact or interpretation.
Cc_Reading 9-10.RI.7	Content Statement	9-10	Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.
Cc_Reading 9-10.RI.8	Content Statement	9-10	Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.
Cc_Reading 9-10.RI.9	Content Statement	9-10	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address, Roosevelt's Four Freedoms speech, King's "Letter from Birmingham Jail"), including how they address related themes and concepts.
Strand		Key Ideas and Details	
Cc_Reading 7.RI.1	Content Statement	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 7.RI.2	Content Statement	7	Determine two or more central ideas in a text and analyze their development over the course of the text; provide an objective summary of the text.
Cc_Reading 7.RI.3	Content Statement	7	Analyze the interactions between individuals, events, and ideas in a text (e.g., how ideas influence individuals or events, or how individuals influence ideas or events).
Cc_Reading 8.RI.1	Content Statement	8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 8.RI.2	Content Statement	8	Determine a central idea of a text and analyze its development over the course of the text, including its relationship to supporting ideas; provide an objective summary of the text.
Cc_Reading 8.RI.3	Content Statement	8	Analyze how a text makes connections among and distinctions between individuals, ideas, or events (e.g., through comparisons, analogies, or categories).
Cc_Reading 9-10.RI.1	Content Statement	9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 9-10.RI.2	Content Statement	9-10	Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Cc_Reading 9-10.RI.3	Content Statement	9-10	Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.
Strand		Range of Reading and Level of Text Complexity	
Cc_Reading 7.RI.10	Content Statement	7	By the end of the year, read and comprehend literary nonfiction in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Cc_Reading 8.RI.10	Content Statement	8	By the end of the year, read and comprehend literary nonfiction at the high end of the grades 6–8 text complexity band independently and proficiently.

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.RI.10	Content Statement	9-10	By the end of grade 9, read and comprehend literary nonfiction in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Standard		Reading Literature
	Strand		Craft and Structure
Cc_Reading 7.RL.4	Content Statement	7	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of rhymes and other repetitions of sounds (e.g., alliteration) on a specific verse or stanza of a poem or section of a story or drama.
Cc_Reading 7.RL.5	Content Statement	7	Analyze how a drama's or poem's form or structure (e.g., soliloquy, sonnet) contributes to its meaning.
Cc_Reading 7.RL.6	Content Statement	7	Analyze how an author develops and contrasts the points of view of different characters or narrators in a text.
Cc_Reading 8.RL.4	Content Statement	8	Determine the meaning of words and phrases as they are used in a text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including analogies or allusions to other texts.
Cc_Reading 8.RL.5	Content Statement	8	Compare and contrast the structure of two or more texts and analyze how the differing structure of each text contributes to its meaning and style.
Cc_Reading 8.RL.6	Content Statement	8	analyze how differences in the points of view of the characters and the audience or reader (e.g., created through the use of dramatic irony) create such effects as suspense or humor.
Cc_Reading 9-10.RL.4	Content Statement	9-10	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).
Cc_Reading 9-10.RL.5	Content Statement	9-10	Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.
Cc_Reading 9-10.RL.6	Content Statement	9-10	Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.
	Strand		Integration of Knowledge and Ideas
Cc_Reading 7.RL.7	Content Statement	7	Compare and contrast a written story, drama, or poem to its audio, filmed, staged, or multimedia version, analyzing the effects of techniques unique to each medium (e.g., lighting, sound, color, or camera focus and angles in a film).
Cc_Reading 7.RL.8	Content Statement	7	(Not applicable to literature)
Cc_Reading 7.RL.9	Content Statement	7	Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history.
Cc_Reading 8.RL.7	Content Statement	8	Analyze the extent to which a filmed or live production of a story or drama stays faithful to or departs from the text or script, evaluating the choices made by the director or actors.
Cc_Reading 8.RL.8	Content Statement	8	(Not applicable to literature)
Cc_Reading 8.RL.9	Content Statement	8	Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new.
Cc_Reading 9-10.RL.7	Content Statement	9-10	Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).
Cc_Reading 9-10.RL.8	Content Statement	9-10	(Not applicable to literature)
Cc_Reading 9-10.RL.9	Content Statement	9-10	Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).

Code	Standard Level	By Grade	Description
Strand		Key Ideas and Details	
Cc_Reading 7.RL.1	Content Statement	7	Cite several pieces of textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 7.RL.2	Content Statement	7	Determine a theme or central idea of a text and analyze its development over the course of the text; provide an objective summary of the text.
Cc_Reading 7.RL.3	Content Statement	7	Analyze how particular elements of a story or drama interact (e.g., how setting shapes the characters or plot).
Cc_Reading 8.RL.1	Content Statement	8	Cite the textual evidence that most strongly supports an analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 8.RL.2	Content Statement	8	Determine a theme or central idea of a text and analyze its development over the course of the text, including its relationship to the characters, setting, and plot; provide an objective summary of the text.
Cc_Reading 8.RL.3	Content Statement	8	Analyze how particular lines of dialogue or incidents in a story or drama propel the action, reveal aspects of a character, or provoke a decision.
Cc_Reading 9-10.RL.1	Content Statement	9-10	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
Cc_Reading 9-10.RL.2	Content Statement	9-10	Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
Cc_Reading 9-10.RL.3	Content Statement	9-10	Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.
Strand		Range of Reading and Level of Text Complexity	
Cc_Reading 7.RL.10	Content Statement	7	By the end of the year, read and comprehend literature, including stories, dramas, and poems, in the grades 6–8 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Cc_Reading 8.RL.10	Content Statement	8	By the end of the year, read and comprehend literature, including stories, dramas, and poems, at the high end of grades 6–8 text complexity band independently and proficiently.
Cc_Reading 9-10.RL.10	Content Statement	9-10	By the end of grade 9, read and comprehend literature, including stories, dramas, and poems, in the grades 9–10 text complexity band proficiently, with scaffolding as needed at the high end of the range.
Standard		Reading Science/Technical	
Strand		Craft and Structure	
Cc_Reading 9-10.RST.4	Content Statement	9-10	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
Cc_Reading 9-10.RST.5	Content Statement	9-10	Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy).
Cc_Reading 9-10.RST.6	Content Statement	9-10	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
Strand		Integration of Knowledge and Ideas	
Cc_Reading 9-10.RST.7	Content Statement	9-10	Translate quantitative or technical information expressed in words in a text into visual form (e.g., a table or chart) and translate information expressed visually or mathematically (e.g., in an equation) into words.
Cc_Reading 9-10.RST.8	Content Statement	9-10	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.
Cc_Reading 9-10.RST.9	Content Statement	9-10	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.
Strand		Key Ideas and Details	
Cc_Reading 9-10.RST.1	Content Statement	9-10	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.RST.2	Content Statement	9-10	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
Cc_Reading 9-10.RST.3	Content Statement	9-10	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
Strand		Range of Reading and Level of Text Complexity	
Cc_Reading 9-10.RST.10	Content Statement	9-10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
Standard		Speaking & Listening	
Strand		Comprehension and Collaboration	
Cc_Reading 7.SL.1	Content Statement	7	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 7 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Cc_Reading 7.SL.1a	Content Statement	7	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
Cc_Reading 7.SL.1b	Content Statement	7	Follow rules for collegial discussions, track progress toward specific goals and deadlines, and define individual roles as needed.
Cc_Reading 7.SL.1c	Content Statement	7	Pose questions that elicit elaboration and respond to others' questions and comments with relevant observations and ideas that bring the discussion back on topic as needed.
Cc_Reading 7.SL.1d	Content Statement	7	Acknowledge new information expressed by others and, when warranted, modify their own views.
Cc_Reading 7.SL.2	Content Statement	7	Analyze the main ideas and supporting details presented in diverse media and formats (e.g., visually, quantitatively, orally) and explain how the ideas clarify a topic, text, or issue under study.
Cc_Reading 7.SL.3	Content Statement	7	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and the relevance and sufficiency of the evidence.
Cc_Reading 8.SL.1	Content Statement	8	Engage effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grade 8 topics, texts, and issues, building on others' ideas and expressing their own clearly.
Cc_Reading 8.SL.1a	Content Statement	8	Come to discussions prepared, having read or researched material under study; explicitly draw on that preparation by referring to evidence on the topic, text, or issue to probe and reflect on ideas under discussion.
Cc_Reading 8.SL.1b	Content Statement	8	Follow rules for collegial discussions and decision-making, track progress toward specific goals and deadlines, and define individual roles as needed.
Cc_Reading 8.SL.1c	Content Statement	8	Pose questions that connect the ideas of several speakers and respond to others' questions and comments with relevant evidence, observations, and ideas.
Cc_Reading 8.SL.1d	Content Statement	8	Acknowledge new information expressed by others, and, when warranted, qualify or justify their own views in light of the evidence presented.
Cc_Reading 8.SL.2	Content Statement	8	Analyze the purpose of information presented in diverse media and formats (e.g., visually, quantitatively, orally) and evaluate the motives (e.g., social, commercial, political) behind its presentation.
Cc_Reading 8.SL.3	Content Statement	8	Delineate a speaker's argument and specific claims, evaluating the soundness of the reasoning and relevance and sufficiency of the evidence and identifying when irrelevant evidence is introduced.
Cc_Reading 9-10.SL.1	Content Statement	9-10	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Cc_Reading 9-10.SL.1a	Content Statement	9-10	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.

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.SL.1b	Content Statement	9-10	Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed.
Cc_Reading 9-10.SL.1c	Content Statement	9-10	Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
Cc_Reading 9-10.SL.1d	Content Statement	9-10	Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.
Cc_Reading 9-10.SL.2	Content Statement	9-10	Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
Cc_Reading 9-10.SL.3	Content Statement	9-10	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
Strand		Presentation of Knowledge and Ideas	
Cc_Reading 7.SL.4	Content Statement	7	Present claims and findings, emphasizing salient points in a focused, coherent manner with pertinent descriptions, facts, details, and examples; use appropriate eye contact, adequate volume, and clear pronunciation.
Cc_Reading 7.SL.5	Content Statement	7	Include multimedia components and visual displays in presentations to clarify claims and findings and emphasize salient points.
Cc_Reading 7.SL.6	Content Statement	7	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Cc_Reading 8.SL.4	Content Statement	8	Present claims and findings, emphasizing salient points in a focused, coherent manner with relevant evidence, sound valid reasoning, and well-chosen details; use appropriate eye contact, adequate volume, and clear pronunciation.
Cc_Reading 8.SL.5	Content Statement	8	Integrate multimedia and visual displays into presentations to clarify information, strengthen claims and evidence, and add interest.
Cc_Reading 8.SL.6	Content Statement	8	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Cc_Reading 9-10.SL.4	Content Statement	9-10	Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Cc_Reading 9-10.SL.5	Content Statement	9-10	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.
Cc_Reading 9-10.SL.6	Content Statement	9-10	Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate.
Standard		Writing	
Strand		Production and Distribution of Writing	
Cc_Reading 7.W.4	Content Statement	7	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.)
Cc_Reading 7.W.5	Content Statement	7	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Cc_Reading 7.W.6	Content Statement	7	Use technology, including the Internet, to produce and publish writing and link to and cite sources as well as to interact and collaborate with others, including linking to and citing sources.
Cc_Reading 8.W.4	Content Statement	8	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.)

Code	Standard Level	By Grade	Description
Cc_Reading 8.W.5	Content Statement	8	With some guidance and support from peers and adults, develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on how well purpose and audience have been addressed.
Cc_Reading 8.W.6	Content Statement	8	Use technology, including the Internet, to produce and publish writing and present the relationships between information and ideas efficiently as well as to interact and collaborate with others.
Cc_Reading 9-10.W.4	Content Statement	9-10	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.)
Cc_Reading 9-10.W.5	Content Statement	9-10	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.
Cc_Reading 9-10.W.6	Content Statement	9-10	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.
	Strand		Range of Writing
Cc_Reading 7.W.10	Content Statement	7	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 discipline-specific tasks, purposes, and audiences.
Cc_Reading 8.W.10	Content Statement	8	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 discipline-specific tasks, purposes, and audiences.
Cc_Reading 9-10.W.10	Content Statement	9-10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
	Strand		Research to Build and Present Knowledge
Cc_Reading 7.W.7	Content Statement	7	Conduct short research projects to answer a question, drawing on several sources and generating additional related, focused questions for further research and investigation.
Cc_Reading 7.W.8	Content Statement	7	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Cc_Reading 7.W.9	Content Statement	7	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 7.W.9b	Content Statement	7	Apply grade 7 Reading standards to literary nonfiction (e.g., "Trace and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient to support the claims").
Cc_Reading 7.W.9a	Content Statement	7	Apply grade 7 Reading standards to literature (e.g., "Compare and contrast a fictional portrayal of a time, place, or character and a historical account of the same period as a means of understanding how authors of fiction use or alter history").
Cc_Reading 8.W.7	Content Statement	8	Conduct short research projects to answer a question (including a self-generated question), drawing on several sources and generating additional related, focused questions that allow for multiple avenues of exploration.
Cc_Reading 8.W.8	Content Statement	8	Gather relevant information from multiple print and digital sources, using search terms effectively; assess the credibility and accuracy of each source; and quote or paraphrase the data and conclusions of others while avoiding plagiarism and following a standard format for citation.
Cc_Reading 8.W.9	Content Statement	8	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 8.W.9b	Content Statement	8	Apply grade 8 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is sound and the evidence is relevant and sufficient; recognize when irrelevant evidence is introduced").
Cc_Reading 8.W.9a	Content Statement	8	Apply grade 8 Reading standards to literature (e.g., "Analyze how a modern work of fiction draws on themes, patterns of events, or character types from myths, traditional stories, or religious works such as the Bible, including describing how the material is rendered new").

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.W.7	Content Statement	9-10	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.
Cc_Reading 9-10.W.8	Content Statement	9-10	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Cc_Reading 9-10.W.9	Content Statement	9-10	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 9-10.W.9a	Content Statement	9-10	Apply grades 9–10 Reading standards to literature (e.g., “Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]”).
Cc_Reading 9-10.W.9b	Content Statement	9-10	Apply grades 9–10 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning”).
	Strand		Text Types and Purposes
Cc_Reading 7.W.1	Content Statement	7	Write arguments to support claims with clear reasons and relevant evidence.
Cc_Reading 7.W.1a	Content Statement	7	Introduce claim(s), acknowledge alternate or opposing claims, and organize the reasons and evidence logically.
Cc_Reading 7.W.1b	Content Statement	7	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Cc_Reading 7.W.1c	Content Statement	7	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), reasons, and evidence.
Cc_Reading 7.W.1d	Content Statement	7	Establish and maintain a formal style.
Cc_Reading 7.W.1e	Content Statement	7	Provide a concluding statement or section that follows from and supports the argument presented.
Cc_Reading 7.W.2	Content Statement	7	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Cc_Reading 7.W.2a	Content Statement	7	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information, using strategies such as definition, classification, comparison/contrast, and cause/effect; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 7.W.2b	Content Statement	7	Develop the topic with relevant facts, definitions, concrete details, quotations, or other information and examples.
Cc_Reading 7.W.2c	Content Statement	7	Use appropriate transitions to create cohesion and clarify the relationships among ideas and concepts.
Cc_Reading 7.W.2d	Content Statement	7	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Cc_Reading 7.W.2e	Content Statement	7	Establish and maintain a formal style.
Cc_Reading 7.W.2f	Content Statement	7	Provide a concluding statement or section that follows from and supports the information or explanation presented.
Cc_Reading 7.W.3	Content Statement	7	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Cc_Reading 7.W.3a	Content Statement	7	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Cc_Reading 7.W.3b	Content Statement	7	Use narrative techniques, such as dialogue, pacing, and description, to develop experiences, events, and/or characters.
Cc_Reading 7.W.3c	Content Statement	7	Use a variety of transition words, phrases, and clauses to convey sequence and signal shifts from one time frame or setting to another.

Code	Standard Level	By Grade	Description
Cc_Reading 7.W.3d	Content Statement	7	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Cc_Reading 7.W.3e	Content Statement	7	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Cc_Reading 8.W.1	Content Statement	8	Write arguments to support claims with clear reasons and relevant evidence.
Cc_Reading 8.W.1a	Content Statement	8	Introduce claim(s), acknowledge and distinguish the claim(s) from alternate or opposing claims, and organize the reasons and evidence logically.
Cc_Reading 8.W.1b	Content Statement	8	Support claim(s) with logical reasoning and relevant evidence, using accurate, credible sources and demonstrating an understanding of the topic or text.
Cc_Reading 8.W.1c	Content Statement	8	Use words, phrases, and clauses to create cohesion and clarify the relationships among claim(s), counterclaims, reasons, and evidence.
Cc_Reading 8.W.1d	Content Statement	8	Establish and maintain a formal style.
Cc_Reading 8.W.1e	Content Statement	8	Provide a concluding statement or section that follows from and supports the argument presented.
Cc_Reading 8.W.2	Content Statement	8	Write informative/explanatory texts to examine a topic and convey ideas, concepts, and information through the selection, organization, and analysis of relevant content.
Cc_Reading 8.W.2a	Content Statement	8	Introduce a topic clearly, previewing what is to follow; organize ideas, concepts, and information into broader categories; include formatting (e.g., headings), graphics (e.g., charts, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 8.W.2b	Content Statement	8	Develop the topic with relevant, well-chosen facts, definitions, concrete details, quotations, or other information and examples.
Cc_Reading 8.W.2c	Content Statement	8	Use appropriate and varied transitions to create cohesion and clarify the relationships among ideas and concepts.
Cc_Reading 8.W.2d	Content Statement	8	Use precise language and domain-specific vocabulary to inform about or explain the topic.
Cc_Reading 8.W.2e	Content Statement	8	Establish and maintain a formal style.
Cc_Reading 8.W.2f	Content Statement	8	Provide a concluding statement or section that follows from and supports the information or explanation presented.
Cc_Reading 8.W.3	Content Statement	8	Write narratives to develop real or imagined experiences or events using effective technique, relevant descriptive details, and well-structured event sequences.
Cc_Reading 8.W.3a	Content Statement	8	Engage and orient the reader by establishing a context and point of view and introducing a narrator and/or characters; organize an event sequence that unfolds naturally and logically.
Cc_Reading 8.W.3b	Content Statement	8	Use narrative techniques, such as dialogue, pacing, description, and reflection, to develop experiences, events, and/or characters.
Cc_Reading 8.W.3c	Content Statement	8	Use a variety of transition words, phrases, and clauses to convey sequence, signal shifts from one time frame or setting to another, and show the relationships among experiences and events.
Cc_Reading 8.W.3d	Content Statement	8	Use precise words and phrases, relevant descriptive details, and sensory language to capture the action and convey experiences and events.
Cc_Reading 8.W.3e	Content Statement	8	Provide a conclusion that follows from and reflects on the narrated experiences or events.
Cc_Reading 9-10.W.1	Content Statement	9-10	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Cc_Reading 9-10.W.1a	Content Statement	9-10	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
Cc_Reading 9-10.W.1b	Content Statement	9-10	Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns.

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.W.1c	Content Statement	9-10	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Cc_Reading 9-10.W.1d	Content Statement	9-10	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 9-10.W.1e	Content Statement	9-10	Provide a concluding statement or section that follows from and supports the argument presented.
Cc_Reading 9-10.W.2	Content Statement	9-10	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.
Cc_Reading 9-10.W.2a	Content Statement	9-10	Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 9-10.W.2b	Content Statement	9-10	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Cc_Reading 9-10.W.2c	Content Statement	9-10	Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Cc_Reading 9-10.W.2d	Content Statement	9-10	Use precise language and domain-specific vocabulary to manage the complexity of the topic.
Cc_Reading 9-10.W.2e	Content Statement	9-10	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 9-10.W.2f	Content Statement	9-10	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).
Cc_Reading 9-10.W.3	Content Statement	9-10	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Cc_Reading 9-10.W.3a	Content Statement	9-10	Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
Cc_Reading 9-10.W.3b	Content Statement	9-10	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Cc_Reading 9-10.W.3c	Content Statement	9-10	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
Cc_Reading 9-10.W.3d	Content Statement	9-10	Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
Cc_Reading 9-10.W.3e	Content Statement	9-10	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	Standard	Writing HS/S/T	
	Strand	Production and Distribution of Writing	
Cc_Reading 9-10.WHST.4	Content Statement	9-10	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cc_Reading 9-10.WHST.5	Content Statement	9-10	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.
Cc_Reading 9-10.WHST.6	Content Statement	9-10	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.
	Strand	Range of Writing	
Cc_Reading 9-10.WHST.10	Content Statement	9-10	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.
	Strand	Research to Build and Present Knowledge	

Code	Standard Level	By Grade	Description
Cc_Reading 9-10.WHST.7	Content Statement	9-10	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.
Cc_Reading 9-10.WHST.8	Content Statement	9-10	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.
Cc_Reading 9-10.WHST.9	Content Statement	9-10	Draw evidence from informational texts to support analysis, reflection, and research.
	Strand		Text Types and Purposes
Cc_Reading 9-10.WHST.1	Content Statement	9-10	Write arguments focused on discipline-specific content.
Cc_Reading 9-10.WHST.1a	Content Statement	9-10	Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.
Cc_Reading 9-10.WHST.1b	Content Statement	9-10	Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.
Cc_Reading 9-10.WHST.1c	Content Statement	9-10	Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Cc_Reading 9-10.WHST.1d	Content Statement	9-10	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 9-10.WHST.1e	Content Statement	9-10	Provide a concluding statement or section that follows from or supports the argument presented.
Cc_Reading 9-10.WHST.2f	Content Statement	9-10	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).
Cc_Reading 9-10.WHST.2a	Content Statement	9-10	Introduce a topic and organize ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 9-10.WHST.2b	Content Statement	9-10	Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Cc_Reading 9-10.WHST.2c	Content Statement	9-10	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among ideas and concepts.
Cc_Reading 9-10.WHST.2d	Content Statement	9-10	Use precise language and domain-specific vocabulary to manage the complexity of the topic and convey a style appropriate to the discipline and context as well as to the expertise of likely readers.
Cc_Reading 9-10.WHST.2e	Content Statement	9-10	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
Cc_Reading 9-10.WHST.2	Content Statement	9-10	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Cc_Reading 9-10.WHST.3	Content Statement	9-10	(See note; not applicable as a separate requirement)
NjS21clc	Content Area		21st-Century Life and Careers
	Standard		21st-Century Life & Career Skills
	Strand		Creativity and Innovation
	Content Statement		Brainstorming activities enhance creative and innovative thinking in individual and group goal setting and problem solving.
NjS21clc 9.1.8.B.2	Cumulative Progress Indicator	8	Assess data gathered to solve a problem for which there are varying perspectives (e.g., cross-cultural, gender-specific, generational), and determine how the data can best be used to design multiple solutions.

Code	Standard Level	By Grade	Description
	Strand		Collaboration, Teamwork, and Leadership
	Content Statement		Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
NjS21clc 9.1.8.C.2	Cumulative Progress Indicator	8	Demonstrate the use of compromise, consensus, and community building strategies for carrying out different tasks, assignments, and projects.
NjS21clc 9.1.8.C.3	Cumulative Progress Indicator	8	Model leadership skills during classroom and extra-curricular activities.
	Strand		Cross-Cultural Understanding and Interpersonal Communication
	Content Statement		Effective communication skills convey intended meaning to others and assist in preventing misunderstandings.
NjS21clc 9.1.8.D.4	Cumulative Progress Indicator	8	Compare and contrast nuances in verbal and nonverbal communication in different cultures that may result in misinterpretation and misunderstanding.
NjS21clc 9.1.8.D.5	Cumulative Progress Indicator	8	Justify the need for greater cross-cultural understanding due to globalization.
	Strand		Communication and Media Fluency
	Content Statement		Digital media are 21st-century tools used for local and global communication.
NjS21clc 9.1.8.E.5	Cumulative Progress Indicator	8	Compare and contrast ways governments regulate media advertising to protect children and adults in the United States and in other countries.
	Strand		Accountability, Productivity, and Ethics
	Content Statement		The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
	Standard		Personal Financial Literacy
	Strand		Income and Careers
	Content Statement		Educational achievement, career choice, and entrepreneurial skills all play a role in achieving a desired lifestyle.
NjS21clc 9.2.8.A.5	Cumulative Progress Indicator	8	Explain the difference between earned income and unearned income (e.g., gifts) and why earned income is important.
NjS21clc 9.2.8.A.6	Cumulative Progress Indicator	8	Examine how labor market trends and the cost of living can affect real income, spending decisions, and lifestyle.
NjS21clc 9.2.8.A.7	Cumulative Progress Indicator	8	Explain the purpose of the payroll deduction process, taxable income, and employee benefits.
NjS21clc 9.2.8.A.8	Cumulative Progress Indicator	8	Differentiate among the types of taxes and employee benefits.
NjS21clc 9.2.8.A.9	Cumulative Progress Indicator	8	Differentiate between taxable and nontaxable income.
	Strand		Money Management
	Content Statement		Money management involves setting financial goals.
NjS21clc 9.2.8.B.8	Cumulative Progress Indicator	8	Explain the concept of cash flow and construct cash flow statements.
NjS21clc 9.2.8.B.9	Cumulative Progress Indicator	8	Create debit and credit balance sheets and income and cash statements.
NjS21clc 9.2.8.B.10	Cumulative Progress Indicator	8	Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, checkbooks).

Code	Standard Level	By Grade	Description
NjS21clc 9.2.8.B.11	Cumulative Progress Indicator	8	Justify safeguarding personal information when using credit cards, banking electronically, or filing forms.
NjS21clc 9.2.8.B.12	Cumulative Progress Indicator	8	Evaluate the appropriate financial institutions to assist with meeting various personal financial needs and goals.
	Strand		Credit and Debt Management
	Content Statement		Credit management includes making informed choices about sources of credit and requires an understanding of the cost of credit.
NjS21clc 9.2.8.C.7	Cumulative Progress Indicator	8	Explain the meaning and possible consequences of predatory lending practices.
NjS21clc 9.2.8.C.8	Cumulative Progress Indicator	8	Explain the purpose of a credit score and credit record, and summarize borrowers' credit report rights.
NjS21clc 9.2.8.C.9	Cumulative Progress Indicator	8	Summarize the causes and consequences of personal bankruptcy.
NjS21clc 9.2.8.C.10	Cumulative Progress Indicator	8	Determine when there is a need to seek credit counseling and appropriate times to utilize it.
	Strand		Planning, Saving, and Investing
	Content Statement		Information about investment options
NjS21clc 9.2.8.D.5	Cumulative Progress Indicator	8	Explain the economic principle of supply and demand.
NjS21clc 9.2.8.D.6	Cumulative Progress Indicator	8	Relate saving and investing decisions to successful entrepreneurship.
NjS21clc 9.2.8.D.7	Cumulative Progress Indicator	8	Calculate short- and long-term returns on various investments (e.g., stocks, bonds, mutual funds, IRAs, deferred pension plans, and so on).
NjS21clc 9.2.8.D.8	Cumulative Progress Indicator	8	Assess the impact of inflation on economic decisions and lifestyles.
	Strand		Becoming a Critical Consumer
	Content Statement		The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.
	Strand		Civic Financial Responsibility
	Content Statement		The potential for building and using personal wealth includes responsibility to the broader community and an understanding of the legal rights and responsibilities of being a good citizen.
	Strand		Risk Management and Insurance
	Content Statement		There are common financial risks and ways to manage risks.
NjS21clc 9.2.8.G.4	Cumulative Progress Indicator	8	Determine criteria for deciding the amount of insurance protection needed.
NjS21clc 9.2.8.G.5	Cumulative Progress Indicator	8	Analyze the need for and value of different types of insurance and the impact of deductibles.
	Standard		Career Awareness Exploration and Preparation
	Strand		Career Exploration
	Content Statement		Career exploration includes investigation of the contemporary workplace and an understanding of the relationships among personal abilities, education, and knowledge and skills needed to pursue 21st-century occupations and careers.

Code	Standard Level	By Grade	Description
NjS21clc 9.3.8.B.1	Cumulative Progress Indicator	8	Develop a Personalized Student Learning Plan that includes information about career areas of interest with the assistance of adult mentors.
NjS21clc 9.3.8.B.2	Cumulative Progress Indicator	8	Identify common knowledge, skills, and abilities needed within the federal 16 Career Clusters. 9.3.8.B.3 Evaluate personal abilities, interests, and motivations and
NjS21clc 9.3.8.B.3	Cumulative Progress Indicator	8	Evaluate personal abilities, interests, and motivations and discuss how they might influence job and career selection.
NjS21clc 9.3.8.B.4	Cumulative Progress Indicator	8	Identify high school and county career and technical school courses and programs that support career or occupational areas of interest.
NjS21clc 9.3.8.B.5	Cumulative Progress Indicator	8	Use workplace readiness skills and career information learned from job shadowing, high school visits, speakers, volunteering, or other career exploration activities to assist with career exploration.
NjS21clc 9.3.8.B.6	Cumulative Progress Indicator	8	Evaluate communication, collaboration, and leadership skills and how they might be further developed in preparation for a future career through involvement in school, home, work, and extracurricular activities.
NjS21clc 9.3.8.B.7	Cumulative Progress Indicator	8	Explain what is meant by jobs and careers, and examine how each tends to be distributed regionally, nationally, and globally.
NjS21clc 9.3.8.B.8	Cumulative Progress Indicator	8	Compare and contrast how traditional and nontraditional occupational roles have changed or remained the same regionally, nationally, and globally.
NjS21clc 9.3.8.B.9	Cumulative Progress Indicator	8	Inventory the requirements for entering different career areas of interest using online job information, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website, and determine why those requirements are needed for success in a chosen career .
NjS21clc 9.3.8.B.10	Cumulative Progress Indicator	8	Evaluate employment trends (including job outlook and wage trends) in areas of career interest using online resources, such as the federal Occupational Information Network (O*NET) or the New Jersey State Career Development Website.
NjS21clc 9.3.8.B.11	Cumulative Progress Indicator	8	Prepare a sample resume and cover letter as part of an application for part-time or summer employment.
NjS21clc 9.3.8.B.12	Cumulative Progress Indicator	8	Explain how personal behavior, dress, attitudes, and other choices can impact the success or failure of a job applicant
NjS21clc 9.3.8.B.13	Cumulative Progress Indicator	8	Locate information about working papers, including what is required to obtain them and who must sign them.
NjS21clc 9.3.8.B.14	Cumulative Progress Indicator	8	Use online state and federal agency resources to identify jobs that are permitted or prohibited for minors.
NjS21clc 9.3.8.B.15	Cumulative Progress Indicator	8	Analyze a past or current local, national, or international incident that violated professional, legal, and/or ethical responsibilities in an employment setting, and explain the impact of the incident on employees and others.
NjS21clc 9.3.8.B.16	Cumulative Progress Indicator	8	Relate academic achievement, as represented by high school diplomas, college degrees, and industry credentials, to employability and to potential level of income.
NjS21clc 9.3.8.B.17	Cumulative Progress Indicator	8	Recognize that an individuals online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment or advancement.
NjS21clc 9.3.8.B.18	Cumulative Progress Indicator	8	Compare and contrast current and past employer hiring and employment practices related to substance use (e.g., tobacco, drugs, and alcohol).