CcByGrade12

Code	Standard Level	By Grade	Description
Cc_Math	Content Area		
	Standard		Arithmetic With Polynomials And Rational Expressions
	Strand		Perform Arithmetic Operations On Polynomials
Cc_Math A.APR.1	Content Statement	A	Understand that polynomials form a system analogous to the integers, namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.
	Strand		Rewrite Rational Expressions
Cc_Math A.APR.6	Content Statement	A	Rewrite simple rational expressions in different forms; write a(x)/b(x) in the form q(x) + r(x)/b(x), where a(x), b(x), q(x), and r(x) are polynomials with the degree of r(x) less than the degree of b(x), using inspection, long division, or, for the more complicated examples, a computer algebra system.
Cc_Math A.APR.7	Content Statement	A	(+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.
	Strand		Understand The Relationship Between Zeros And Factors Of Polynomials
Cc_Math A.APR.2	Content Statement	A	Know and apply the Remainder Theorem: For a polynomial p(x) and a number a, the remainder on division by x – a is p(a), so p(a) = 0 if and only if (x – a) is a factor of p(x).
Cc_Math A.APR.3	Content Statement	A	Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.
	Strand		Use Polynomial Identities To Solve Problems
Cc_Math A.APR.4	Content Statement	A	Prove polynomial identities and use them to describe numerical relationships. For example, the polynomial identity (x2 + y2)2 = (x2 – y2)2 + (2xy)2 can be used to generate Pythagorean triples.
Cc_Math A.APR.5	Content Statement	A	(+) Know and apply the Binomial Theorem for the expansion of (x + y)n in powers of x and y for a positive integer n, where x and y are any numbers, with coefficients determined for example by Pascal’s Triangle.1
	Standard		Building Functions
	Strand		Build A Function That Models A Relationship Between Two Quantities
Cc_Math F.BF.1	Content Statement	F	Write a function that describes a relationship between two quantities.
Cc_Math F.BF.1a	Content Statement	F	Determine an explicit expression, a recursive process, or steps for calculation from a context.
Cc_Math F.BF.1c	Content Statement	F	(+) Compose functions. For example, if T(y) is the temperature in the atmosphere as a function of height, and h(t) is the height of a weather balloon as a function of time, then T(h(t)) is the temperature at the location of the weather balloon as a function of time.
Cc_Math F.BF.1b	Content Statement	F	Combine standard function types using arithmetic operations. For example, build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.
Cc_Math F.BF.2	Content Statement	F	Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms._
	Strand		Build New Functions From Existing Functions
Cc_Math F.BF.3	Content Statement	F	Identify the effect on the graph of replacing f(x) by f(x) + k, k f(x), f(kx), and f(x + k) for specific values of k (both positive and negative); find the value of k given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.
Cc_Math F.BF.4	Content Statement	F	Find inverse functions.

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Cc_Math F.BF.4a	Content Statement	F	Solve an equation of the form f(x) = c for a simple function f that has an inverse and write an expression for the inverse. For example, f(x) =2 x3 or f(x) = (x+1)/(x–1) for x =_ 1.
Cc_Math F.BF.4d	Content Statement	F	(+) Produce an invertible function from a non-invertible function by restricting the domain.
Cc_Math F.BF.4c	Content Statement	F	(+) Read values of an inverse function from a graph or a table, given that the function has an inverse.
Cc_Math F.BF.4b	Content Statement	F	(+) Verify by composition that one function is the inverse of another.
Cc_Math F.BF.5	Content Statement	F	(+) Understand the inverse relationship between exponents and logarithms and use this relationship to solve problems involving logarithms and exponents.
	Standard		Circles
	Strand		Find Arc Lengths And Areas Of Sectors Of Circles
Cc_Math G.C.5	Content Statement	G	Derive using similarity the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.
	Strand		Understand And Apply Theorems About Circles
Cc_Math G.C.1	Content Statement	G	Prove that all circles are similar.
Cc_Math G.C.2	Content Statement	G	Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.
Cc_Math G.C.3	Content Statement	G	Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.
Cc_Math G.C.4	Content Statement	G	(+) Construct a tangent line from a point outside a given circle to the circle.
	Standard		Creating Equations
	Strand		Create Equations That Describe Numbers Or Relationships
Cc_Math A.CED.1	Content Statement	A	Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.
Cc_Math A.CED.2	Content Statement	A	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.
Cc_Math A.CED.3	Content Statement	A	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.
Cc_Math A.CED.4	Content Statement	A	Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm’s law V = IR to highlight resistance R.
	Standard		The Complex Number System
	Strand		Perform Arithmetic Operations With Complex Numbers.
Cc_Math N.CN.1	Content Statement	N	Know there is a complex number i such that i2 = –1, and every complex number has the form a + bi with a and b real.
Cc_Math N.CN.2	Content Statement	N	Use the relation i2 = –1 and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.
Cc_Math N.CN.3	Content Statement	N	(+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.
	Strand		Represent Complex Numbers And Their Operations On The Complex Plane.
Cc_Math N.CN.4	Content Statement	N	(+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.

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Cc_Math N.CN.5	Content Statement	N	(+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. For example, (–1 + _3 i)3 = 8 because (–1 + _3 i) has modulus 2 and argument 120°.
Cc_Math N.CN.6	Content Statement	N	(+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.
	Strand		Use Complex Numbers In Polynomial Identities And Equations.
Cc_Math N.CN.7	Content Statement	N	Solve quadratic equations with real coefficients that have complex solutions.
Cc_Math N.CN.8	Content Statement	N	(+) Extend polynomial identities to the complex numbers. For example, rewrite x2 + 4 as (x + 2i)(x – 2i).
Cc_Math N.CN.9	Content Statement	N	(+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.
	Standard		Congruence
	Strand		Experiment With Transformations In The Plane
Cc_Math G.CO.1	Content Statement	G	Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.
Cc_Math G.CO.2	Content Statement	G	Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).
Cc_Math G.CO.3	Content Statement	G	Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.
Cc_Math G.CO.4	Content Statement	G	Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.
Cc_Math G.CO.5	Content Statement	G	Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.
	Strand		Make Geometric Constructions
Cc_Math G.CO.12	Content Statement	G	Make formal geometric constructions with a variety of tools and methods (compass and straightedge, string, reflective devices, paper folding, dynamic geometric software, etc.). Copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.
Cc_Math G.CO.13	Content Statement	G	Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.
	Strand		Prove Geometric Theorems
Cc_Math G.CO.9	Content Statement	G	Prove theorems about lines and angles. Theorems include: vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment’s endpoints.
Cc_Math G.CO.10	Content Statement	G	Prove theorems about triangles. Theorems include: measures of interior angles of a triangle sum to 180°; base angles of isosceles triangles are congruent; the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length; the medians of a triangle meet at a point.
Cc_Math G.CO.11	Content Statement	G	Prove theorems about parallelograms. Theorems include: opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.
	Strand		Understand Congruence In Terms Of Rigid Motions
Cc_Math G.CO.6	Content Statement	G	Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.

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Cc_Math G.CO.7	Content Statement	G	Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.
Cc_Math G.CO.8	Content Statement	G	Explain how the criteria for triangle congruence (ASA, SAS, and SSS) follow from the definition of congruence in terms of rigid motions.
	Standard		Conditional Probability And The Rules Of Probability
	Strand		Understand Independence And Conditional Probability And Use Them To Interpret Data
Cc_Math S.CP.1	Content Statement	S	Describe events as subsets of a sample space (the set of outcomes) using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events (“or,” “and,” “not”).
Cc_Math S.CP.2	Content Statement	S	Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.
Cc_Math S.CP.3	Content Statement	S	Understand the conditional probability of A given B as P(A and B)/P(B), and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.
Cc_Math S.CP.4	Content Statement	S	Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. For example, collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.
Cc_Math S.CP.5	Content Statement	S	Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. For example, compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.
	Strand		Use The Rules Of Probability To Compute Probabilities Of Compound Events In A Uniform Probability Model
Cc_Math S.CP.6	Content Statement	S	Find the conditional probability of A given B as the fraction of B’s outcomes that also belong to A, and interpret the answer in terms of the model.
Cc_Math S.CP.7	Content Statement	S	Apply the Addition Rule, P(A or B) = P(A) + P(B) – P(A and B), and interpret the answer in terms of the model.
Cc_Math S.CP.8	Content Statement	S	(+) Apply the general Multiplication Rule in a uniform probability model, P(A and B) = P(A)P(B|A) = P(B)P(A|B), and interpret the answer in terms of the model.
Cc_Math S.CP.9	Content Statement	S	(+) Use permutations and combinations to compute probabilities of compound events and solve problems.
	Standard		Geometric Measurement And Dimension
	Strand		Explain Volume Formulas And Use Them To Solve Problems
Cc_Math G.GMD.1	Content Statement	G	Give an informal argument for the formulas for the circumference of a circle, area of a circle, volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri’s principle, and informal limit arguments.
Cc_Math G.GMD.2	Content Statement	G	(+) Give an informal argument using Cavalieri’s principle for the formulas for the volume of a sphere and other solid figures.
Cc_Math G.GMD.3	Content Statement	G	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems._
	Strand		Visualize Relationships Between Two-Dimensional And Three-Dimensional Objects
Cc_Math G.GMD.4	Content Statement	G	Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.
	Standard		Expressing Geometric Properties With Equations
	Strand		Translate Between The Geometric Description And The Equation For A Conic Section

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Cc_Math G.GPE.1	Content Statement	G	Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.
Cc_Math G.GPE.2	Content Statement	G	Derive the equation of a parabola given a focus and directrix.
Cc_Math G.GPE.3	Content Statement	G	(+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.
	Strand		Use Coordinates To Prove Simple Geometric Theorems Algebraically
Cc_Math G.GPE.4	Content Statement	G	Use coordinates to prove simple geometric theorems algebraically. For example, prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point (1, _3) lies on the circle centered at the origin and containing the point (0, 2).
Cc_Math G.GPE.5	Content Statement	G	Prove the slope criteria for parallel and perpendicular lines and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).
Cc_Math G.GPE.6	Content Statement	G	Find the point on a directed line segment between two given points that partitions the segment in a given ratio.
Cc_Math G.GPE.7	Content Statement	G	Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula._
	Standard		Making Inferences And Justifying Conclusions
	Strand		Make Inferences And Justify Conclusions From Sample Surveys, Experiments, And Observational Studies
Cc_Math S.IC.3	Content Statement	S	Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.
Cc_Math S.IC.4	Content Statement	S	Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.
Cc_Math S.IC.5	Content Statement	S	Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.
Cc_Math S.IC.6	Content Statement	S	Evaluate reports based on data.
	Strand		Understand And Evaluate Random Processes Underlying Statistical Experiments
Cc_Math S.IC.1	Content Statement	S	Understand statistics as a process for making inferences about population parameters based on a random sample from that population.
Cc_Math S.IC.2	Content Statement	S	Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. For example, a model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?
	Standard		Interpreting Categorical And Quantitative Data
	Strand		Interpret Linear Models
Cc_Math S.ID.7	Content Statement	S	Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.
Cc_Math S.ID.8	Content Statement	S	Compute (using technology) and interpret the correlation coefficient of a linear fit.
Cc_Math S.ID.9	Content Statement	S	Distinguish between correlation and causation.
	Strand		Summarize, Represent, And Interpret Data On A Single Count Or Measurement Variable
Cc_Math S.ID.1	Content Statement	S	Represent data with plots on the real number line (dot plots, histograms, and box plots).
Cc_Math S.ID.2	Content Statement	S	Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.
Cc_Math S.ID.3	Content Statement	S	Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).

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Cc_Math S.ID.4	Content Statement	S	Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.
	Strand		Summarize, Represent, And Interpret Data On Two Categorical And Quantitative Variables
Cc_Math S.ID.5	Content Statement	S	Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.
Cc_Math S.ID.6a	Content Statement	S	Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models.
Cc_Math S.ID.6	Content Statement	S	Represent data on two quantitative variables on a scatter plot, and describe how the variables are related.
Cc_Math S.ID.6b	Content Statement	S	Informally assess the fit of a function by plotting and analyzing residuals.
Cc_Math S.ID.6c	Content Statement	S	Fit a linear function for a scatter plot that suggests a linear association.
	Standard		Interpreting Functions
	Strand		Analyze Functions Using Different Representations
Cc_Math F.IF.7	Content Statement	F	Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases._
Cc_Math F.IF.7a	Content Statement	F	Graph linear and quadratic functions and show intercepts, maxima, and minima.
Cc_Math F.IF.7b	Content Statement	F	Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.
Cc_Math F.IF.7c	Content Statement	F	Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior.
Cc_Math F.IF.7d	Content Statement	F	(+) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior.
Cc_Math F.IF.7e	Content Statement	F	Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.
Cc_Math F.IF.8	Content Statement	F	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.
Cc_Math F.IF.8a	Content Statement	F	Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context.
Cc_Math F.IF.8b	Content Statement	F	Use the properties of exponents to interpret expressions for exponential functions. For example, identify percent rate of change in functions such as y = (1.02)t, y = (0.97)t, y = (1.01)12t, y = (1.2)t/10, and classify them as representing exponential growth or decay.
Cc_Math F.IF.9	Content Statement	F	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.
	Strand		Interpret Functions That Arise In Applications In Terms Of The Context
Cc_Math F.IF.4	Content Statement	F	For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include: intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity._
Cc_Math F.IF.5	Content Statement	F	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For example, if the function h(n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function._

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Cc_Math F.IF.6	Content Statement	F	Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph._
	Strand		Understand The Concept Of A Function And Use Function Notation
Cc_Math F.IF.1	Content Statement	F	Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If f is a function and x is an element of its domain, then f(x) denotes the output of f corresponding to the input x. The graph of f is the graph of the equation y = f(x).
Cc_Math F.IF.2	Content Statement	F	Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.
Cc_Math F.IF.3	Content Statement	F	Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. For example, the Fibonacci sequence is defined recursively by f(0) = f(1) = 1, f(n+1) = f(n) + f(n-1) for n _ 1.
	Standard		Linear, Quadratic, And Exponential Models_
	Strand		Construct And Compare Linear, Quadratic, And Exponential Models And Solve Problems
Cc_Math F.LE.1	Content Statement	F	Distinguish between situations that can be modeled with linear functions and with exponential functions.
Cc_Math F.LE.1a	Content Statement	F	Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals.
Cc_Math F.LE.1b	Content Statement	F	Recognize situations in which one quantity changes at a constant rate per unit interval relative to another.
Cc_Math F.LE.1c	Content Statement	F	Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.
Cc_Math F.LE.2	Content Statement	F	Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).
Cc_Math F.LE.3	Content Statement	F	Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.
Cc_Math F.LE.4	Content Statement	F	For exponential models, express as a logarithm the solution to abct =dwherea,c,anddarenumbersandthebasebis2,10,ore; evaluate the logarithm using technology.
	Strand		Interpret Expressions For Functions In Terms Of The Situation They Model
Cc_Math F.LE.5	Content Statement	F	Interpret the parameters in a linear or exponential function in terms of a context.
	Standard		Measurement And Data
	Strand		All Five Questions Of A Multiple-Choice Test Where Each Question Has Four Choices, And Find The Expected Grade Under Various Grading Schemes.
Cc_Math S.MD.4	Content Statement	S	(+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. For example, find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?
	Strand		Calculate Expected Values And Use Them To Solve Problems
Cc_Math S.MD.1	Content Statement	S	(+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.
Cc_Math S.MD.2	Content Statement	S	(+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.
Cc_Math S.MD.3	Content Statement	S	(+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. For example, find the theoretical probability distribution for the number of correct answers obtained by guessing on

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	Strand		Use Probability To Evaluate Outcomes Of Decisions
Cc_Math S.MD.5	Content Statement	S	(+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values and finding expected values.
Cc_Math S.MD.5a	Content Statement	S	Find the expected payoff for a game of chance. For example, find the expected winnings from a state lottery ticket or a game at a fast- food restaurant.
Cc_Math S.MD.5b	Content Statement	S	Evaluate and compare strategies on the basis of expected values. For example, compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.
Cc_Math S.MD.6	Content Statement	S	(+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).
Cc_Math S.MD.7	Content Statement	S	(+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).
	Standard		Modeling With Geometry
	Strand		Apply Geometric Concepts In Modeling Situations
Cc_Math G.MG.1	Content Statement	G	Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder)._
Cc_Math G.MG.2	Content Statement	G	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot)._
Cc_Math G.MG.3	Content Statement	G	Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios)._
	Standard		Quantities
	Strand		Reason Quantitatively And Use Units To Solve Problems.
Cc_Math N.Q .1	Content Statement	N	Use units as a way to understand problems and to guide the solution of multi-step problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.
Cc_Math N.Q .2	Content Statement	N	Define appropriate quantities for the purpose of descriptive modeling.
Cc_Math N.Q .3	Content Statement	N	Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.
	Standard		Reasoning With Equations And Inequalities
	Strand		Represent And Solve Equations And Inequalities Graphically
Cc_Math A.REI.10	Content Statement	A	Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).
Cc_Math A.REI.11	Content Statement	A	Explain why the x-coordinates of the points where the graphs of the equations y = f(x) and y = g(x) intersect are the solutions of the equation f(x) = g(x); find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where f(x) and/or g(x) are linear, polynomial, rational, absolute value, exponential, and logarithmic functions._
Cc_Math A.REI.12	Content Statement	A	Graph the solutions to a linear inequality in two variables as a half- plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.
	Strand		Solve Equations And Inequalities In One Variable
Cc_Math A.REI.3	Content Statement	A	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.
Cc_Math A.REI.4a	Content Statement	A	Use the method of completing the square to transform any quadratic equation in x into an equation of the form (x – p)2 = q that has the same solutions. Derive the quadratic formula from this form.
Cc_Math A.REI.4	Content Statement	A	Solve quadratic equations in one variable.

Code	Standard Level	By Grade	Description
Cc_Math A.REI.4b	Content Statement	A	Solve quadratic equations by inspection (e.g., for x2 = 49), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. Recognize when the quadratic formula gives complex solutions and write them as a ± bi for real numbers a and b.
	Strand		Solve Systems Of Equations
Cc_Math A.REI.5	Content Statement	A	Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.
Cc_Math A.REI.6	Content Statement	A	Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.
Cc_Math A.REI.7	Content Statement	A	Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. For example, find the points of intersection between the line y = –3x and the circle x2 + y2 = 3.
Cc_Math A.REI.8	Content Statement	A	(+) Represent a system of linear equations as a single matrix equation in a vector variable.
Cc_Math A.REI.9	Content Statement	A	(+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 × 3 or greater).
	Strand		Understand Solving Equations As A Process Of Reasoning And Explain The Reasoning
Cc_Math A.REI.1	Content Statement	A	Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.
Cc_Math A.REI.2	Content Statement	A	Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.
	Standard		The Real Number System
	Strand		Extend The Properties Of Exponents To Rational Exponents.
Cc_Math N.RN.1	Content Statement	N	Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. For example, we define 51/3 to be the cube root of 5 because we want (51/3)3 = 5(1/3)3 to hold, so (51/3)3 must equal 5.
Cc_Math N.RN.2	Content Statement	N	Rewrite expressions involving radicals and rational exponents using the properties of exponents.
	Strand		Use Properties Of Rational And Irrational Numbers.
Cc_Math N.RN.3	Content Statement	N	Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.
	Standard		Similarity, Right Triangles, And Trigonometry
	Strand		Apply Trigonometry To General Triangles
Cc_Math G.SRT.9	Content Statement	G	(+) Derive the formula A = 1/2 ab sin(C) for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side.
Cc_Math G.SRT.10	Content Statement	G	(+) Prove the Laws of Sines and Cosines and use them to solve problems.
Cc_Math G.SRT.11	Content Statement	G	(+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).
	Strand		Define Trigonometric Ratios And Solve Problems Involving Right Triangles
Cc_Math G.SRT.6	Content Statement	G	Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle, leading to definitions of trigonometric ratios for acute angles.
Cc_Math G.SRT.7	Content Statement	G	Explain and use the relationship between the sine and cosine of complementary angles.
Cc_Math G.SRT.8	Content Statement	G	Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems._

Code	Standard Level	By Grade	Description
	Strand		Prove Theorems Involving Similarity
Cc_Math G.SRT.4	Content Statement	G	Prove theorems about triangles. Theorems include: a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.
Cc_Math G.SRT.5	Content Statement	G	Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.
	Strand		Understand Similarity In Terms Of Similarity Transformations
Cc_Math G.SRT.1	Content Statement	G	Verify experimentally the properties of dilations given by a center and a scale factor:
Cc_Math G.SRT.1a	Content Statement	G	A dilation takes a line not passing through the center of the dilation to a parallel line, and leaves a line passing through the center unchanged.
Cc_Math G.SRT.1b	Content Statement	G	The dilation of a line segment is longer or shorter in the ratio given by the scale factor.
Cc_Math G.SRT.2	Content Statement	G	Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides.
Cc_Math G.SRT.3	Content Statement	G	Use the properties of similarity transformations to establish the AA criterion for two triangles to be similar.
	Standard		Seeing Structure In Expressions
	Strand		Interpret The Structure Of Expressions
Cc_Math A.SSE.1	Content Statement	A	Interpret expressions that represent a quantity in terms of its context.
Cc_Math A.SSE.1a	Content Statement	A	Interpret parts of an expression, such as terms, factors, and coefficients.
Cc_Math A.SSE.1b	Content Statement	A	Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret P(1+r)n as the product of P and a factor not depending on P.
Cc_Math A.SSE.2	Content Statement	A	Use the structure of an expression to identify ways to rewrite it. For example, see x4 – y4 as (x2)2 – (y2)2, thus recognizing it as a difference of squares that can be factored as (x2 – y2)(x2 + y2).
	Strand		Write Expressions In Equivalent Forms To Solve Problems
Cc_Math A.SSE.3	Content Statement	A	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression._
Cc_Math A.SSE.3a	Content Statement	A	Factor a quadratic expression to reveal the zeros of the function it defines.
Cc_Math A.SSE.3c	Content Statement	A	Use the properties of exponents to transform expressions for exponential functions. For example the expression 1.15t can be rewritten as (1.151/12)12t _ 1.01212t to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.
Cc_Math A.SSE.3b	Content Statement	A	Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines.
Cc_Math A.SSE.4	Content Statement	A	Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments._
	Standard		Trigonometric Functions
	Strand		Extend The Domain Of Trigonometric Functions Using The Unit Circle
Cc_Math F.TF.1	Content Statement	F	Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.
Cc_Math F.TF.2	Content Statement	F	Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.
Cc_Math F.TF.3	Content Statement	F	(+) Use special triangles to determine geometrically the values of sine, cosine, tangent for _/3, _/4 and _/6, and use the unit circle to express the values of sine, cosine, and tangent for _–x, _+x, and 2_–x in terms of their values for x, where x is any real number.
Cc_Math F.TF.4	Content Statement	F	(+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.

Code	Standard Level	By Grade	Description
	Strand		Model Periodic Phenomena With Trigonometric Functions
Cc_Math F.TF.5	Content Statement	F	Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline._
Cc_Math F.TF.6	Content Statement	F	(+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.
Cc_Math F.TF.7	Content Statement	F	(+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context._
	Strand		Prove And Apply Trigonometric Identities
Cc_Math F.TF.8	Content Statement	F	Prove the Pythagorean identity sin2(_) + cos2(_) = 1 and use it to calculate trigonometric ratios.
Cc_Math F.TF.9	Content Statement	F	(+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.
	Standard		Vector And Matrix Quantities
	Strand		Perform Operations On Matrices And Use Matrices In Applications.
Cc_Math N.VM.6	Content Statement	N	(+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network.
Cc_Math N.VM.7	Content Statement	N	(+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.
Cc_Math N.VM.8	Content Statement	N	(+) Add, subtract, and multiply matrices of appropriate dimensions.
Cc_Math N.VM.9	Content Statement	N	(+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.
Cc_Math N.VM.10	Content Statement	N	(+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.
Cc_Math N.VM.11	Content Statement	N	(+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.
Cc_Math N.VM.12	Content Statement	N	(+) Work with 2 × 2 matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.
	Strand		Perform Operations On Vectors.
Cc_Math N.VM.4	Content Statement	N	(+) Add and subtract vectors.
Cc_Math N.VM.4a	Content Statement	N	Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes.
Cc_Math N.VM.4b	Content Statement	N	Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum.
Cc_Math N.VM.4c	Content Statement	N	Understand vector subtraction v – w as v + (–w), where –w is the additive inverse of w, with the same magnitude as w and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.
Cc_Math N.VM.5	Content Statement	N	(+) Multiply a vector by a scalar.
Cc_Math N.VM.5a	Content Statement	N	Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as c(vx, vy) = (cvx, cvy).
Cc_Math N.VM.5b	Content Statement	N	Compute the magnitude of a scalar multiple cv using ||cv|| = |c|v. Compute the direction of cv knowing that when |c|v =_ 0, the direction of cv is either along v (for c > 0) or against v (for c < 0).
	Strand		Represent And Model With Vector Quantities.
Cc_Math N.VM.1	Content Statement	N	(+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).

Code	Standard Level	By Grade	Description
Cc_Math N.VM.2	Content Statement	N	(+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.
Cc_Math N.VM.3	Content Statement	N	(+) Solve problems involving velocity and other quantities that can be represented by vectors.
Cc_Reading	Content Area		
	Standard		Language
	Strand		Conventions of Standard English
Cc_Reading 11-12.L.1	Content Statement	11-12	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
Cc_Reading 11-12.L.1a	Content Statement	11-12	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.
Cc_Reading 11-12.L.1b	Content Statement	11-12	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.
Cc_Reading 11-12.L.2	Content Statement	11-12	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
Cc_Reading 11-12.L.2a	Content Statement	11-12	Observe hyphenation conventions.
Cc_Reading 11-12.L.2b	Content Statement	11-12	Spell correctly.
	Strand		Knowledge of Language
Cc_Reading 11-12.L.3	Content Statement	11-12	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 11-12.L.3a	Content Statement	11-12	Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.
	Strand		Vocabulary Acquisition and Use
Cc_Reading 11-12.L.4	Content Statement	11-12	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.
Cc_Reading 11-12.L.4a	Content Statement	11-12	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 11-12.L.4b	Content Statement	11-12	Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable).
Cc_Reading 11-12.L.4c	Content Statement	11-12	Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage.
Cc_Reading 11-12.L.4d	Content Statement	11-12	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 11-12.L.5	Content Statement	11-12	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
Cc_Reading 11-12.L.5a	Content Statement	11-12	Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text.
Cc_Reading 11-12.L.5b	Content Statement	11-12	Analyze nuances in the meaning of words with similar denotations.
Cc_Reading 11-12.L.6	Content Statement	11-12	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.
	Standard		Reading History/Social Studies
	Strand		Craft and Structure

Code	Standard Level	By Grade	Description
Cc_Reading 11-12.RH.4	Content Statement	11-12	Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Cc_Reading 11-12.RH.5	Content Statement	11-12	Analyze in detail how a complex primary source is structured, including how key sentences, paragraphs, and larger portions of the text contribute to the whole.
Cc_Reading 11-12.RH.6	Content Statement	11-12	Evaluate authors' differing points of view on the same historical event or issue by assessing the authors' claims, reasoning, and evidence.
	Strand		Integration of Knowledge and Ideas
Cc_Reading 11-12.RH.7	Content Statement	11-12	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, as well as in words) in order to address a question or solve a problem.
Cc_Reading 11-12.RH.8	Content Statement	11-12	Evaluate an author's premises, claims, and evidence by corroborating or challenging them with other information.
Cc_Reading 11-12.RH.9	Content Statement	11-12	Integrate information from diverse sources, both primary and secondary, into a coherent understanding of an idea or event, noting discrepancies among sources.
	Strand		Key Ideas and Details
Cc_Reading 11-12.RH.1	Content Statement	11-12	Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.
Cc_Reading 11-12.RH.2	Content Statement	11-12	Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
Cc_Reading 11-12.RH.3	Content Statement	11-12	Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading 11-12.RH.10	Content Statement	11-12	By the end of grade 12, read and comprehend history/social studies texts in the grades 11–CCR text complexity band independently and proficiently.
	Standard		Reading Informational
	Strand		Craft and Structure
Cc_Reading 11-12.RI.4	Content Statement	11-12	Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).
Cc_Reading 11-12.RI.5	Content Statement	11-12	Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.
Cc_Reading 11-12.RI.6	Content Statement	11-12	Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.
	Strand		Integration of Knowledge and Ideas
Cc_Reading 11-12.RI.7	Content Statement	11-12	Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.
Cc_Reading 11-12.RI.8	Content Statement	11-12	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).
Cc_Reading 11-12.RI.9	Content Statement	11-12	Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.
	Strand		Key Ideas and Details

Code	Standard Level	By Grade	Description
Cc_Reading 11-12.RI.1	Content Statement	11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Cc_Reading 11-12.RI.2	Content Statement	11-12	Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.
Cc_Reading 11-12.RI.3	Content Statement	11-12	Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading 11-12.RI.10	Content Statement	11-12	By the end of grade 11, read and comprehend literary nonfiction in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Standard		Reading Literature
	Strand		Craft and Structure
Cc_Reading 11-12.RL.4	Content Statement	11-12	Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)
Cc_Reading 11-12.RL.5	Content Statement	11-12	Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.
Cc_Reading 11-12.RL.6	Content Statement	11-12	Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).
	Strand		Integration of Knowledge and Ideas
Cc_Reading 11-12.RL.7	Content Statement	11-12	Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)
Cc_Reading 11-12.RL.8	Content Statement	11-12	(Not applicable to literature)
Cc_Reading 11-12.RL.9	Content Statement	11-12	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.
	Strand		Key Ideas and Details
Cc_Reading 11-12.RL.1	Content Statement	11-12	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.
Cc_Reading 11-12.RL.2	Content Statement	11-12	Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.
Cc_Reading 11-12.RL.3	Content Statement	11-12	Analyze the impact of the author’s choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading 11-12.RL.10	Content Statement	11-12	By the end of grade 11, read and comprehend literature, including stories, dramas, and poems, in the grades 11–CCR text complexity band proficiently, with scaffolding as needed at the high end of the range.
	Standard		Reading Science/Technical
	Strand		Craft and Structure
Cc_Reading 11-12.RST.4	Content Statement	11-12	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
Cc_Reading 11-12.RST.5	Content Statement	11-12	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.

Code	Standard Level	By Grade	Description
Cc_Reading 11-12.RST.6	Content Statement	11-12	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
	Strand		Integration of Knowledge and Ideas
Cc_Reading 11-12.RST.7	Content Statement	11-12	Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.
Cc_Reading 11-12.RST.8	Content Statement	11-12	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
Cc_Reading 11-12.RST.9	Content Statement	11-12	Synthesize information from a range of sources (e.g., texts, experiments, simulations) into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
	Strand		Key Ideas and Details
Cc_Reading 11-12.RST.1	Content Statement	11-12	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
Cc_Reading 11-12.RST.2	Content Statement	11-12	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.
Cc_Reading 11-12.RST.3	Content Statement	11-12	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.
	Strand		Range of Reading and Level of Text Complexity
Cc_Reading 11-12.RST.10	Content Statement	11-12	By the end of grade 12, read and comprehend science/technical texts in the grades 11–12 text complexity band independently and proficiently.
	Standard		Speaking & Listening
	Strand		Comprehension and Collaboration
Cc_Reading 11-12.SL.1	Content Statement	11-12	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11–12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.
Cc_Reading 11-12.SL.1a	Content Statement	11-12	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.
Cc_Reading 11-12.SL.1b	Content Statement	11-12	Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed.
Cc_Reading 11-12.SL.1c	Content Statement	11-12	Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives.
Cc_Reading 11-12.SL.1d	Content Statement	11-12	Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.
Cc_Reading 11-12.SL.2	Content Statement	11-12	Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.
Cc_Reading 11-12.SL.3	Content Statement	11-12	Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.
	Strand		Presentation of Knowledge and Ideas
Cc_Reading 11-12.SL.4	Content Statement	11-12	Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.

Code	Standard Level	By Grade	Description
Cc_Reading 11-12.SL.5	Content Statement	11-12	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 11-12.SL.6	Content Statement	11-12	Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate.
	Standard		Writing
	Strand		Production and Distribution of Writing
Cc_Reading 11-12.W.4	Content Statement	11-12	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 11-12.W.5	Content Statement	11-12	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 11-12.W.6	Content Statement	11-12	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Strand		Range of Writing
Cc_Reading 11-12.W.10	Content Statement	11-12	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
	Strand		Research to Build and Present Knowledge
Cc_Reading 11-12.W.7	Content Statement	11-12	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 11-12.W.8	Content Statement	11-12	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Cc_Reading 11-12.W.9a	Content Statement	11-12	Apply grades 11–12 Reading standards to literature (e.g., “Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics”).
Cc_Reading 11-12.W.9	Content Statement	11-12	Draw evidence from literary or informational texts to support analysis, reflection, and research.
Cc_Reading 11-12.W.9b	Content Statement	11-12	Apply grades 11–12 Reading standards to literary nonfiction (e.g., “Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning [e.g., in U.S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]”).
	Strand		Text Types and Purposes
Cc_Reading 11-12.W.1	Content Statement	11-12	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
Cc_Reading 11-12.W.1a	Content Statement	11-12	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence.
Cc_Reading 11-12.W.1b	Content Statement	11-12	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level, concerns, values, and possible biases.
Cc_Reading 11-12.W.1c	Content Statement	11-12	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Cc_Reading 11-12.W.1d	Content Statement	11-12	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.

Code	Standard Level	By Grade	Description
Cc_Reading 11-12.W.1e	Content Statement	11-12	Provide a concluding statement or section that follows from and supports the argument presented.
Cc_Reading 11-12.W.2	Content Statement	11-12	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 11-12.W.2a	Content Statement	11-12	Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 11-12.W.2b	Content Statement	11-12	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Cc_Reading 11-12.W.2c	Content Statement	11-12	Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Cc_Reading 11-12.W.2d	Content Statement	11-12	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.
Cc_Reading 11-12.W.2e	Content Statement	11-12	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 11-12.W.2f	Content Statement	11-12	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 11-12.W.3	Content Statement	11-12	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
Cc_Reading 11-12.W.3a	Content Statement	11-12	Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
Cc_Reading 11-12.W.3b	Content Statement	11-12	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
Cc_Reading 11-12.W.3c	Content Statement	11-12	Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution).
Cc_Reading 11-12.W.3d	Content Statement	11-12	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 11-12.W.3e	Content Statement	11-12	Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.
	Standard Strand		Writing HS/S/T
	Strand		Production and Distribution of Writing
Cc_Reading 11-12.WHST.4	Content Statement	11-12	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
Cc_Reading 11-12.WHST.5	Content Statement	11-12	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 11-12.WHST.6	Content Statement	11-12	Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.
	Strand		Range of Writing
Cc_Reading 11-12.WHST.10	Content Statement	11-12	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
Cc_Reading 11-12.WHST.7	Content Statement	11-12	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.

Code	Standard Level	By Grade	Description
Cc_Reading 11-12.WHST.8	Content Statement	11-12	Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the specific task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.
Cc_Reading 11-12.WHST.9	Content Statement	11-12	Draw evidence from informational texts to support analysis, reflection, and research.
	Strand		Text Types and Purposes
Cc_Reading 11-12.WHST.1	Content Statement	11-12	Write arguments focused on discipline-specific content.
Cc_Reading 11-12.WHST.1a	Content Statement	11-12	Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences the claim(s), counterclaims, reasons, and evidence.
Cc_Reading 11-12.WHST.1b	Content Statement	11-12	Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant data and evidence for each while pointing out the strengths and limitations of both claim(s) and counterclaims in a discipline-appropriate form that anticipates the audience's knowledge level, concerns, values, and possible biases.
Cc_Reading 11-12.WHST.1c	Content Statement	11-12	Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
Cc_Reading 11-12.WHST.1d	Content Statement	11-12	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 11-12.WHST.1e	Content Statement	11-12	Provide a concluding statement or section that follows from or supports the argument presented.
Cc_Reading 11-12.WHST.2e	Content Statement	11-12	Provide a concluding statement or section that follows from and supports the information or explanation provided (e.g., articulating implications or the significance of the topic).
Cc_Reading 11-12.WHST.2a	Content Statement	11-12	Introduce a topic and organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
Cc_Reading 11-12.WHST.2b	Content Statement	11-12	Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic.
Cc_Reading 11-12.WHST.2c	Content Statement	11-12	Use varied transitions and sentence structures to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
Cc_Reading 11-12.WHST.2d	Content Statement	11-12	Use precise language, domain-specific vocabulary and techniques such as metaphor, simile, and analogy to manage the complexity of the topic; convey a knowledgeable stance in a style that responds to the discipline and context as well as to the expertise of likely readers.
Cc_Reading 11-12.WHST.2	Content Statement	11-12	Write informative/explanatory texts, including the narration of historical events, scientific procedures/ experiments, or technical processes.
Cc_Reading 11-12.WHST.3	Content Statement	11-12	(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 9.1.12.B.3	Cumulative Progress Indicator	12	Assist in the development of innovative solutions to an onsite problem by incorporating multiple perspectives and applying effective problem-solving strategies during structured learning experiences, service learning, or volunteering.
	Strand		Collaboration, Teamwork, and Leadership

Code	Standard Level	By Grade	Description
	Content Statement		Collaboration and teamwork enable individuals or groups to achieve common goals with greater efficiency.
NjS21clc 9.1.12.C.4	Cumulative Progress Indicator	12	Demonstrate leadership and collaborative skills when participating in online learning communities and structured learning experiences.
NjS21clc 9.1.12.C.5	Cumulative Progress Indicator	12	Assume a leadership position by guiding the thinking of peers in a direction that leads to successful completion of a challenging task or project.
	Strand		Accountability, Productivity, and Ethics
	Content Statement		The nature of the 21st-century workplace has shifted, demanding greater individual accountability, productivity, and collaboration.
NjS21clc 9.1.12.F.4	Cumulative Progress Indicator	12	Explain the impact of computer hacking on products and services.
NjS21clc 9.1.12.F.5	Cumulative Progress Indicator	12	Formulate an opinion regarding a current workplace or societal/ethical issue based on research.
NjS21clc 9.1.12.F.6	Cumulative Progress Indicator	12	Relate scientific advances (e.g., advances in medicine) to the creation of new ethical dilemmas.
	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 9.2.12.A.10	Cumulative Progress Indicator	12	Explain the relationship between government programs and services and taxation.
NjS21clc 9.2.12.A.11	Cumulative Progress Indicator	12	Explain how compulsory government programs (e.g., Social Security, Medicare) provide insurance against some loss of income and benefits to eligible recipients.
NjS21clc 9.2.12.A.12	Cumulative Progress Indicator	12	Analyze the impact of the collective bargaining process on benefits, income, and fair labor practice.
	Strand		Planning, Saving, and Investing
	Content Statement		Information about investment options
NjS21clc 9.2.12.D.9	Cumulative Progress Indicator	12	Assess the role of revenue-generating assets as mechanisms for accruing and managing wealth.
NjS21clc 9.2.12.D.10	Cumulative Progress Indicator	12	Compare and contrast the past and present role of government in the financial industry and in the regulation of financial markets.
NjS21clc 9.2.12.D.11	Cumulative Progress Indicator	12	Determine the impact of various market events on stock market prices and on other savings and investments.
NjS21clc 9.2.12.D.12	Cumulative Progress Indicator	12	Evaluate how taxes affect the rate of return on savings and investments.
NjS21clc 9.2.12.D.13	Cumulative Progress Indicator	12	Analyze how savings, retirement plans, and other investment options help to shift current income for purposes of tax reporting and filing.
	Strand		Becoming a Critical Consumer
	Content Statement		The ability to prioritize wants and needs assists in making informed investments, purchases, and decisions.
NjS21clc 9.2.12.E.8	Cumulative Progress Indicator	12	Determine when credit counseling is necessary and evaluate the resources available to assist consumers who wish to use it.
NjS21clc 9.2.12.E.9	Cumulative Progress Indicator	12	Determine reasons for the increase of identity theft worldwide and evaluate the extent to which victims of identity theft are successful in fully restoring their personal identities.

Code	Standard Level	By Grade	Description
	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.
NjS21clc 9.2.12.F.8	Cumulative Progress Indicator	12	Evaluate the effects of entrepreneurship on economic stability and quality of living in local and global
NjS21clc 9.2.12.F.9	Cumulative Progress Indicator	12	Assess the impact of the global economy on entrepreneurial opportunities.
	Strand		Risk Management and Insurance
	Content Statement		There are common financial risks and ways to manage risks.
NjS21clc 9.2.12.G.6	Cumulative Progress Indicator	12	Differentiate the costs and benefits of renters and homeowners insurance.
NjS21clc 9.2.12.G.7	Cumulative Progress Indicator	12	Compare sources of health and disability coverage, including employee benefit plans, with options in another country.
NjS21clc 9.2.12.G.8	Cumulative Progress Indicator	12	Compare and contrast options for long-term healthcare insurance for home care and external care.
NjS21clc 9.2.12.G.9	Cumulative Progress Indicator	12	Explain how to self-insure and how to determine when self- insurance is appropriate.
NjS21clc 9.2.12.G.10	Cumulative Progress Indicator	12	Determine when and why it may be appropriate for the government to provide insurance coverage, rather than private industry.
	Standard		Career Awareness Exploration and Preparation
	Strand		Career Preparation
	Content Statement		Career preparation requires purposeful planning based on research, self-knowledge, and informed choices.
NjS21clc 9.3.12.C.1	Cumulative Progress Indicator	12	Assess and modify Personalized Student Learning Plans to support declared career goals.
NjS21clc 9.3.12.C.2	Cumulative Progress Indicator	12	Characterize education and skills needed to achieve career goals, and take steps to prepare for postsecondary options, including making course selections, preparing for and taking assessments, and participating in extra-curricular activities.
NjS21clc 9.3.12.C.3	Cumulative Progress Indicator	12	Develop personal interests and activities that support declared career goals and plans.
NjS21clc 9.3.12.C.4	Cumulative Progress Indicator	12	Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.
NjS21clc 9.3.12.C.5	Cumulative Progress Indicator	12	Identify transferable skills in career choices and design alternative career plans based on those skills.
NjS21clc 9.3.12.C.6	Cumulative Progress Indicator	12	Develop job readiness skills by participating in structured learning experiences and employment seeking opportunities.
NjS21clc 9.3.12.C.7	Cumulative Progress Indicator	12	Pursue a variety of activities related to career preparation (e.g., volunteer, seek employment, and/or apply for training grants, higher education grants, and loans).
NjS21clc 9.3.12.C.8	Cumulative Progress Indicator	12	Interpret how changing economic and societal needs influence employment trends and future education.
NjS21clc 9.3.12.C.9	Cumulative Progress Indicator	12	Investigate career opportunities in the United States or abroad that involve working with people from diverse cultures and that require knowledge of other languages or cultures.

Code	Standard Level	By Grade	Description
NjS21clc 9.3.12.C.10	Cumulative Progress Indicator	12	Differentiate entrepreneurship opportunities as options for career planning, and identify the knowledge, skills,
NjS21clc 9.3.12.C.11	Cumulative Progress Indicator	12	Evaluate the responsibilities of employers and employees for maintaining workplace safety, and explain health rights related to a particular occupation/career.
NjS21clc 9.3.12.C.12	Cumulative Progress Indicator	12	Determine the impact of past and/or recent lawsuits and/or court decisions regarding employment laws.
NjS21clc 9.3.12.C.13	Cumulative Progress Indicator	12	Comply with workplace child labor regulations and safety and health policies during structured learning experiences.
NjS21clc 9.3.12.C.14	Cumulative Progress Indicator	12	Interpret and justify written employer organizational policies and procedures for job performance.
NjS21clc 9.3.12.C.15	Cumulative Progress Indicator	12	Propose potential solutions for current workplace ethics court cases involving multinational companies.
NjS21clc 9.3.12.C.16	Cumulative Progress Indicator	12	Determine the consequences of quality control failures in the United States and in another country based on issues reported in the media.
NjS21clc 9.3.12.C.17	Cumulative Progress Indicator	12	Analyze relationships between companies and the communities in which they are located, and explain how the presence of companies in a community may have a positive or negative impact.
NjS21clc 9.3.12.C.18	Cumulative Progress Indicator	12	Determine how an individuals driving record (e.g., tickets, points, penalties for driving while intoxicated) and/or credit score may impact opportunities for employment, job retention, or job advancement.
NjS21clc 9.3.12.C.19	Cumulative Progress Indicator	12	Compare and contrast employee substance abuse policies (e.g., tobacco, drugs, and alcohol) by industry sector.
NjS21clc 9.3.12.C.20	Cumulative Progress Indicator	12	Analyze employment trends by industry sector to determine how employment and training requirements change over time.
NjS21clc 9.3.12.C.21	Cumulative Progress Indicator	12	Determine the extent to which an individual_s online behavior (e.g., social networking, photo exchanges, video postings) may impact opportunities for employment, job retention, or job advancement.
NjS21clc 9.3.12.C.22	Cumulative Progress Indicator	12	Compare and contrast New Jersey school district policies with employer policies related to individual behavior and responsibilities (e.g., absenteeism and tardiness, plagiarism, harassment).
NjS21clc 9.3.12.C.23	Cumulative Progress Indicator	12	Determine job entrance criteria (e.g., education credentials, math/writing/reading comprehension tests, drug tests) used by employers in various industry sectors.
NjS21clc 9.3.12.C.24	Cumulative Progress Indicator	12	Analyze why employers use different interview techniques.
	Standard		Career and Technical Education
	Strand		Agriculture, Food, & Natural Resources Career Cluster
	Content Statement		Skip
NjS21clc 9.4.12.	Cumulative Progress Indicator	12	
NjS21clc 9.4.12.0	Cumulative Progress Indicator	12	
	Strand		Architecture & Construction Career Cluster
	Content Statement		Skip
NjS21clc 9.4.12.0	Cumulative Progress Indicator	12	

Code	Standard Level	By Grade	Description
	Strand		Arts, A/V Technology, & Communications Career Cluster
	Content Statement		Skip
NjS21clc 9.4.12.0	Cumulative Progress Indicator	12	
	Strand		Business, Management & Administration Career Cluster
	Content Statement		Skip
NjS21clc 9.4.12.0	Cumulative Progress Indicator	12	
	Strand		Education & Training Career Cluster
	Content Statement		Skip
NjS21clc 9.4.12.0	Cumulative Progress Indicator	12	