

Child Care and Support Services Management, Classification of Instructional Program (CIP) 19.0708 Units of Instruction and Task Grid Linked to Pennsylvania Core Standards

	Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
100 101	ORIENTATION AND SAFETY. Follow school, classroom and clinical rules and regulations.	CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8 B. Other Pathways?	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc Standard CC.3.5.11-12.C. Follow precisely a complex	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including	

CRAFT & STRUCTURE the narration of technical **GRADES 9-10** processes, etc. PRODUCTION & Standard CC.3.5.9-10.D. **DISTRIBUTION OF** Determine the meaning of WRITING symbols, key terms, and other **GRADES 9-10** domain specific words... **Standard CC.3.6.9-10.C Standard CC.3.5.9-10.E** Produce clear and coherent Analyze the structure of the writing...appropriate to relationships among concepts in a task, purpose, and audience. text, etc. Standard CC.3.6.9-10 D **Standard CC.3.5.9-10.F** Develop and strengthen Analyze the author's purpose in writing as needed by providing an explanation, planning, revising, editing, describing a procedure... rewriting, or trying a new **CRAFT & STRUCTURE** approach, focusing on **GRADES 11-12** addressing what is most Standard CC.3.5.11-12.D. significant for a specific Determine the meaning of purpose and audience. symbols, key terms, and other **Standard CC.3.6.9-10.E** domain specific words... Use technology, including Standard CC.3.5.11-12.E. the internet, to produce, Analyze the structure of the publish, and update relationships among concepts in a individual or shared writing products. Standard CC.3.5.11-12.F PRODUCTION & DISTRIBUTION OF Analyze the author's purpose in providing an explanation, WRITING describing a procedure... **GRADES 11-12** INTEGRATE KNOWLEDGE/ Standard CC.3.6.11-12 C **IDEAS GRADES 9-10** Produce clear and coherent Standard CC.3.5.9-10.G. writing...appropriate to Translate quantitative or technical task, purpose, and audience. information expressed in a text into Standard CC.3.6.9-10 D visual form (e.g. a table or chart). Standard CC.3.6.11-Standard CC.3.5.9-10.H. **12.D**. Develop and Assess the reasoning in a text to strengthen writing as support the author's claim for needed by planning, solving a technical problem. revising, editing, rewriting, or trying a new approach, Standard CC.3.5.9-10.I. focusing on addressing

what is most significant for

Compare and contrast findings presented in a text to those from other sources, etc...

INTEGRATE KNOWLEDGE/
IDEAS

GRADES 11-12

Standard CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H.

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12.I.

Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.

By the end of grades 9-10, AND 11-12, read and comprehend technical texts independently and proficiently.

a specific purpose and audience.

CC.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10

Standard CC.3.6.9-10.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G.

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H.Draw evidence from informational texts to support analysis, reflection,

and research. **RESEARCH**

GRADES 11-12

Standard CC.3.6.11-12.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.11-12.G.

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.11-12.H. Draw evidence from informational texts to

200	PROFESSIONALISM.			support analysis, reflection, and research. RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	
201 202 203 204 205 206 207 208 209 210	Compare and analyze types of early learning programs. Identify personal qualities for employment and career opportunities. Develop a personal and professional portfolio. Investigate the requirements of the CDA Credential and PA School-Age Credential. Analyze NAEYC Standards and the Code of Ethical Conduct. RESERVED Investigate the importance of advocacy in the profession. Identify resources for professional development. Identify state, national and international models of pre-kindergarten. Investigate the Keystone Stars Requirements.	CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8 B. Other Pathways?	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D.	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.	

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Determine the meaning of symbols, key terms, and other domain specific words...

Standard CC.3.5.9-10.E

Analyze the structure of the relationships among concepts in a text, etc.

Standard CC.3.5.9-10.F

Analyze the author's purpose in providing an explanation, describing a procedure...

CRAFT & STRUCTURE GRADES 11-12

Standard CC.3.5.11-12.D.

Determine the meaning of symbols, key terms, and other domain specific words...

Standard CC.3.5.11-12.E.

Analyze the structure of the relationships among concepts in a text.

Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 9-10

Standard CC.3.5.9-10.G.

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H.

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10.I.

Compare and contrast findings presented in a text to those from other sources, etc...

PRODUCTION & DISTRIBUTION OF WRITING

GRADES 9-10

Standard CC.3.6.9-10.C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D

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.

Standard CC.3.6.9-10.E

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

PRODUCTION & DISTRIBUTION OF WRITING

GRADES 11-12

Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D

Standard CC.3.6.11-

12.D.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.

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INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12

Standard CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H.

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12.I.

Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10 and 11-12

Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.

By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.

CC.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH

GRADES 9-10

Standard CC.3.6.9-10.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-

10.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H.

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

RESEARCH

GRADES 11-12

Standard CC.3.6.11-12.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.11-12.G.

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.11-12.H.

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

200	WEAT TWA AND GADOTSY			RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.
300	HEALTH AND SAFETY.	ar riampre		
301	Identify Department of Human Services regulations and PA Department of Education codes.	CLUSTER: Human Services Careers	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A.	TEXT TYPES AND PURPOSE GRADES 9-10
302	Obtain Pediatric First Aid and infant/child CPR certification	(Choose Standards) 1-2-3-4-5-6	Cite specific textual evidence, etc	Standard CC.3.6.9-10.A Write arguments focused
303	Complete Mandated Reporter Training	1-2-3-4-3-0	Standard CC.3.5.9-10B	on discipline specific
304	Identify communicable diseases and chronic medical conditions.	PATHWAYS INCLUDE	Determine the central ideas or conclusions of a text; etc	content. Standard CC.3.6.9-10.B
305	Identify characteristics of a safe, healthy environment.	A. Early Childhood Development &	Standard CC.3.5.9-10.C	Write informative or explanatory texts, including
306	Describe infection control procedures, sanitation practices and prevention of illness policies.	Services Career Pathway (Choose Standards)	Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS	the narration of technical processes, etc. TEXT TYPES AND
307	Identify nutritional requirements. including CACFP guidelines.	1-2-3-4-5-6-7-8	GRADES 11-12 Standard CC.3.5.11-12A	PURPOSE GRADES 11-12
308	Plan nutritious meals and snacks.	D. Odl D. dl 9	Cite specific textual evidence,	Standard CC.3.6.11-12.A
309	Identify guidelines and procedures to care for the mildly ill child.	B. Other Pathways?	etc Standard CC.3.5.11-12.B.	Write arguments focused on discipline specific
310	follow adult health regulations.		Determine the central ideas or	content.
311	Complete a health and safety checklist and develop recommendations for implementation of a checklist.		conclusions of a text; etc Standard CC.3.5.11-12.C. Follow precisely a complex	Standard CC.3.6.11-12.B Write informative or explanatory texts, including
312	describe safe transportation practices in child care settings.		multistep procedure, etc CRAFT & STRUCTURE	the narration of technical processes, etc.
313	Identify components of an emergency management plan for a child care setting.		GRADES 9-10 Standard CC.3.5.9-10.D.	PRODUCTION & DISTRIBUTION OF
314	Identify liability issues of child care workers regarding children's safety in a child care setting.		Determine the meaning of symbols, key terms, and other domain specific words	WRITING GRADES 9-10 Standard CC.3.6.9-10.C

315	Identify and describe program records, budgets	Standard CC.3.5.9-10.E	Produce clear and coherent	
	and reports.	Analyze the structure of the	writingappropriate to	
316	Describe and apply best practices for reducing	relationships among concepts in a	task, purpose, and audience.	
	stress on children and caregivers in the early	text, etc.	Standard CC.3.6.9-10 D	
	learning environment.	Standard CC.3.5.9-10.F	Develop and strengthen	
317	Complete Health & Safety Basics:	Analyze the author's purpose in	writing as needed by	
	Requirements for Certification (6 hours).	providing an explanation,	planning, revising, editing, rewriting, or trying a new	
		describing a procedure	approach, focusing on	
		CRAFT & STRUCTURE	addressing what is most	
		GRADES 11-12	significant for a specific	
		Standard CC.3.5.11-12.D.	purpose and audience.	
		Determine the meaning of symbols, key terms, and other	Standard CC.3.6.9-10.E	
		domain specific words	Use technology, including	
		Standard CC.3.5.11-12.E.	the internet, to produce,	
		Analyze the structure of the	publish, and update	
		relationships among concepts in a	individual or shared writing products.	
		text.	PRODUCTION &	
		Standard CC.3.5.11-12.F	DISTRIBUTION OF	
		Analyze the author's purpose in	WRITING	
		providing an explanation,	GRADES 11-12	
		describing a procedure	Standard CC.3.6.11-12 C	
		INTEGRATE KNOWLEDGE/	Produce clear and coherent	
		IDEAS	writingappropriate to	
		GRADES 9-10	task, purpose, and audience.	
		Standard CC.3.5.9-10.G.	Standard CC.3.6.9-10 D	
		Translate quantitative or technical	Standard CC.3.6.11-12.D.	
		information expressed in a text into	Develop and strengthen	
		visual form (e.g. a table or chart).	writing as needed by	
		Standard CC.3.5.9-10.H.	planning, revising, editing,	
		Assess the reasoning in a text to support the author's claim for	rewriting, or trying a new	
		solving a technical problem.	approach, focusing on addressing what is most	
		Standard CC.3.5.9-10.I.	significant for a specific	
		Compare and contrast findings	purpose and audience.	
		presented in a text to those from	CC.3.6.11-12.E.	
		other sources, etc	Use technology, including	
		INTEGRATE KNOWLEDGE/	the internet, to produce,	
		IDEAS	publish, and update	
		GRADES 11-12	individual or shared writing	
			products.	

Standard CC.3.5.11-12.G.	RESEARCH
Integrate and evaluate multiple	GRADES 9-10
sources of information presented in	Standard CC.3.6.9-10.F.
diverse formatsto solve a	Conduct short and more
problem.	sustained research to
Standard CC.3.5.11-12.H.	answer a question or solve
Evaluate the hypotheses, data,	a problem.
analysis, and conclusions in a	Standard CC.3.6.9-
technical text, verifying the data	10.G.Gather relevant
when possible.	information from multiple
Standard CC.3.5.11-12.I.	authoritative print and digital sources, following a
Synthesize information from a	standard format for citation.
range of sources into a coherent	Standard CC.3.6.9-10.H.
understanding.	Draw evidence from
RANGE OF READING GRADES 9-10 and 11-12	informational texts to
	support analysis, reflection,
Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.	and research.
By the end of grades 9- 10, AND	RESEARCH
11-12, read and comprehend	GRADES 11-12
technical texts independently and	Standard CC.3.6.11-12.F.
proficiently.	Conduct short and more
	sustained research to
	answer a question or solve
	a problem.
	Standard CC.3.6.11-12.G.
	Gather relevant information
	from multiple authoritative print and digital sources,
	following a standard format
	for citation.
	Standard CC.3.6.11-12.H.
	Draw evidence from
	informational texts to
	support analysis, reflection,
	and research.
	RANGE OF WRITING
	GRADES 9-12
	Standard CC.3.5.9-10.1
	AND Standard CC.3.5.11-
	12.I.

400	LEARNING ENVIRONMENT (PHYSICAL SPACE). Examine the value of play and use best practices to support children's play.	CLUSTER:	KEY IDEAS/DETAILS	Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc. TEXT TYPES AND PURPOSE	Standard 2.1.HS.F.1
402	Examine the process and use best practices for developing children's creativity.	Human Services Careers (Choose Standards)	GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence,	GRADES 9-10 Standard CC.3.6.9-10.A	Apply and extend the properties of exponents to solve problems with
403	Examine, evaluate and use culturally relevant learning centers and materials.	1-2-3-4-5-6	etc Standard CC.3.5.9-10B	Write arguments focused on discipline specific	rational exponents. Standard 2.1.HS.F.2
404	Evaluate and maintain the indoor and outdoor learning environments. Evaluate classroom environment using the ITERS,	PATHWAYS INCLUDE	Determine the central ideas or conclusions of a text; etc	content. Standard CC.3.6.9-10.B Write informative or	Apply properties of rational and irrational numbers to solve real
	ECERS and/or SACERS.	A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8 B. Other Pathways?	Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.	explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D	world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. Standard 2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships. Standard 2.4.HS.B.2 Summarize, represent, and interpret data on two

IDEAS IDEAS

Standard CC.3.5.9-10.F

Analyze the author's purpose in providing an explanation, describing a procedure...

CRAFT & STRUCTURE GRADES 11-12

Standard CC.3.5.11-12.D.

Determine the meaning of symbols, key terms, and other domain specific words...

Standard CC.3.5.11-12.E.

Analyze the structure of the relationships among concepts in a

Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...

INTEGRATE KNOWLEDGE/

GRADES 9-10

Standard CC.3.5.9-10.G.

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H.

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10.I.

Compare and contrast findings presented in a text to those from other sources, etc...

INTEGRATE KNOWLEDGE/

GRADES 11-12

Standard CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

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.

Standard CC.3.6.9-10.E

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

PRODUCTION & **DISTRIBUTION OF** WRITING

GRADES 11-12

Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D

Standard CC.3.6.11-

12.D.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.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH **GRADES 9-10**

categorical and quantitative variables.

Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11-12.G.
	Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.
	Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.
	RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11- 12.I.
	Write routinely over extended time frames and shorter time frames for a

500 C 501 502 503 504 505 506 507 508 509 510 511	CHILD DEVELOPMENT (SOCIAL, EMOTIONAL, PHYSICAL, INTELLECTUAL, AND LANGUAGE DEVELOPMENT). Identify educational theorists and their concepts. Identify developmental stages and areas. Identify the stages of artistic and musical development. Identify characteristics of infant development. Identify characteristics of toddler development. Identify characteristics of preschool development. Identify characteristics of school-age development. Identify characteristics of special needs children. Research the importance of early language and literacy development for school success. Integrate literacy/language development throughout all activities. Investigate the needs of dual language learners.	CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8 B. Other Pathways?	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc Standard CC.3.5.11-12.C.	range of tasks, purposes and audiencesetc. TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or
509		Services Career		the narration of technical
	Integrate literacy/language development throughout all activities.	(Choose Standards) 1-2-3-4-5-6-7-8	GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence,	TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A
		·	Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc	on discipline specific content. Standard CC.3.6.11-12.B
			GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F	PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Develop and strengthen writing as needed by

Analyze the author's purpose in providing an explanation, describing a procedure...

CRAFT & STRUCTURE GRADES 11-12

Standard CC.3.5.11-12.D.

Determine the meaning of symbols, key terms, and other domain specific words...

Standard CC.3.5.11-12.E.

Analyze the structure of the relationships among concepts in a text

Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 9-10

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Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H.

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10.I.

Compare and contrast findings presented in a text to those from other sources, etc...

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GRADES 11-12

Standard CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H.

planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.

Standard CC.3.6.9-10.E

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

PRODUCTION & DISTRIBUTION OF WRITING

GRADES 11-12

Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D

Standard CC.3.6.11-12.D.

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.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH

GRADES 9-10

Standard CC.3.6.9-10.F.

Conduct short and more sustained research to

Evaluate the hypotheses, data, answer a question or solve analysis, and conclusions in a a problem. technical text, verifying the data Standard CC.3.6.9-10.G. when possible. Gather relevant information Standard CC.3.5.11-12.I. from multiple authoritative Synthesize information from a print and digital sources, following a standard format range of sources into a coherent understanding. for citation. RANGE OF READING Standard CC.3.6.9-10.H. **GRADES 9-10 and 11-12** Draw evidence from Standard CC.3.5.9-10.J AND informational texts to Standard CC.3.5.11-12.J. support analysis, reflection, and research. By the end of grades 9-10, AND RESEARCH 11-12, read and comprehend technical texts independently and **GRADES 11-12** proficiently. Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING **GRADES 9-12** Standard CC.3.5.9-10.1 AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.

600	CLASSROOM MANAGEMENT AND POSITIVE GUIDANCE.				
602	Use positive methods to guide children's behavior. Analyze the influence of environment and caregiver management techniques on children's behavior. Observe, supervise, and record the daily routines of children.	CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8 B. Other Pathways?	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure CRAFT & STRUCTURE	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most	Standard 2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents. Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.

GRADES 11-12

Standard CC.3.5.11-12.D.

Determine the meaning of symbols, key terms, and other domain specific words...

Standard CC.3.5.11-12.E.

Analyze the structure of the relationships among concepts in a text.

Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 9-10

Standard CC.3.5.9-10.G.

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H.

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10.I.

Compare and contrast findings presented in a text to those from other sources, etc...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 11-12

Standard CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H.

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

significant for a specific purpose and audience.

Standard CC.3.6.9-10.E

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

PRODUCTION & DISTRIBUTION OF WRITING

GRADES 11-12

Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D

Standard CC.3.6.11-12.D.

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.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH

GRADES 9-10

Standard CC.3.6.9-10.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G.

Gather relevant information from multiple authoritative

			Standard CC.3.5.11-12.I.	print and digital sources,
			Synthesize information from a	following a standard format
			range of sources into a coherent	for citation.
			understanding.	Standard CC.3.6.9-10.H.
			RANGE OF READING	Draw evidence from
			GRADES 9-10 and 11-12	informational texts to
			Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.	support analysis, reflection, and research.
			By the end of grades 9- 10, AND	RESEARCH
			11-12, read and comprehend	GRADES 11-12
			technical texts independently and	Standard CC.3.6.11-12.F.
			proficiently.	Conduct short and more
				sustained research to
				answer a question or solve
				a problem.
				Standard CC.3.6.11-12.G.
				Gather relevant information
				from multiple authoritative
				print and digital sources,
				following a standard format for citation.
				Standard CC.3.6.11-12.H.
				Draw evidence from
				informational texts to support analysis, reflection,
				and research.
				RANGE OF WRITING
				GRADES 9-12
				Standard CC.3.5.9-10.1 AND Standard CC.3.5.11-
				12.I.
				Write routinely over
				extended time frames and
				shorter time frames for a
				range of tasks, purposes
				and audiencesetc.
700	STANDARDS, CURRICULUM, AND ASSESSMENT.			
701	Use basic tools and types of observations.	CLUSTER:	KEY IDEAS/DETAILS	TEXT TYPES AND
702	Observe, record, and analyze children's	Human Services	GRADES 9-10	PURPOSE
	behavior.	Careers	Standard CC.3.5.9-10.A.	GRADES 9-10

703	Develop appropriate learning experiences	(Choose Standards)	Cite specific textual evidence,	Standard CC.3.6.9-10.A
5 0.4	based on observations.	1-2-3-4-5-6	etc	Write arguments focused
704	Link the Pennsylvania Learning Standards for		Standard CC.3.5.9-10B	on discipline specific
	Early Childhood (infant-toddler, pre- kindergarten, and kindergarten) to all learning	PATHWAYS	Determine the central ideas or	content.
	experiences.	INCLUDE	conclusions of a text; etc	Standard CC.3.6.9-10.B
705	Demonstrate the connections between learning	A. Early Childhood	Standard CC.3.5.9-10.C	Write informative or
703	standards, curriculum, and assessment.	Development &	Follow precisely a complex	explanatory texts, including the narration of technical
706	Describe the elements of curriculum	Services Career Pathway	multistep procedure, etc	processes, etc.
	(individualized goals, family, and environment,	(Choose Standards)	KEY IDEAS/DETAILS	TEXT TYPES AND
	learning environment, content resources).	1-2-3-4-5-6-7-8	GRADES 11-12	PURPOSE
		1-2-3-4-3-0-7-8	Standard CC.3.5.11-12A	GRADES 11-12
		DOU DU D	Cite specific textual evidence,	Standard CC.3.6.11-12.A
		B. Other Pathways?	etc	Write arguments focused
			Standard CC.3.5.11-12.B.	on discipline specific
			Determine the central ideas or conclusions of a text; etc	content.
			Standard CC.3.5.11-12.C.	Standard CC.3.6.11-12.B
				Write informative or
			Follow precisely a complex multistep procedure, etc	explanatory texts, including
			CRAFT & STRUCTURE	the narration of technical
			GRADES 9-10	processes, etc.
			Standard CC.3.5.9-10.D.	PRODUCTION & DISTRIBUTION OF
			Determine the meaning of	WRITING
			symbols, key terms, and other	GRADES 9-10
			domain specific words	Standard CC.3.6.9-10.C
			Standard CC.3.5.9-10.E	Produce clear and coherent
			Analyze the structure of the	writingappropriate to
			relationships among concepts in a	task, purpose, and audience.
			text, etc.	Standard CC.3.6.9-10 D
			Standard CC.3.5.9-10.F	Develop and strengthen
			Analyze the author's purpose in	writing as needed by
			providing an explanation,	planning, revising, editing,
			describing a procedure	rewriting, or trying a new
			CRAFT & STRUCTURE	approach, focusing on
			GRADES 11-12	addressing what is most significant for a specific
			Standard CC.3.5.11-12.D.	purpose and audience.
			Determine the meaning of	Standard CC.3.6.9-10.E
			symbols, key terms, and other domain specific words	Use technology, including
			_	the internet, to produce,
			Standard CC.3.5.11-12.E.	, <u>F</u>

Analyze the structure of the relationships among concepts in a text.

Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 9-10

Standard CC.3.5.9-10.G.

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H.

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10.I.

Compare and contrast findings presented in a text to those from other sources, etc...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 11-12

Standard CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H.

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12.I.

Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10 and 11-12

publish, and update individual or shared writing products.

PRODUCTION & DISTRIBUTION OF WRITING

GRADES 11-12

Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D

Standard CC.3.6.11-12.D.

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.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH

GRADES 9-10

Standard CC.3.6.9-10.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G.

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H.

		Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	Draw evidence from informational texts to support analysis, reflection, and research. RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes
800 CURRICULUM DEVELOPMENT.			
 801 Investigate a variety of curriculum models. 802 Develop long and short-range curriculum goals. 803 Determine and write objectives. 804 RESERVED 805 Compile a resource of learning materials including culturally relevant and diverse experiences. 806 RESERVED 	CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B

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		T ======	1	
807	Plan weekly curriculum.	PATHWAYS	Determine the central ideas or	Write informative or
808	Develop daily lesson plans that link to the	INCLUDE	conclusions of a text; etc	explanatory texts, including
	Pennsylvania Learning Standards for Early	A. Early Childhood	Standard CC.3.5.9-10.C	the narration of technical
	Childhood.	Development &	Follow precisely a complex	processes, etc.
		Services Career	multistep procedure, etc	TEXT TYPES AND
		Pathway	KEY IDEAS/DETAILS	PURPOSE
		(Choose Standards)	GRADES 11-12	GRADES 11-12
		1-2-3-4-5-6-7-8	Standard CC.3.5.11-12A	Standard CC.3.6.11-12.A
			Cite specific textual evidence,	Write arguments focused
		B. Other Pathways?	etc	on discipline specific
			Standard CC.3.5.11-12.B.	content.
				Standard CC.3.6.11-12.B
			Determine the central ideas or	Write informative or
			conclusions of a text; etc	explanatory texts, including
			Standard CC.3.5.11-12.C.	the narration of technical
			Follow precisely a complex	processes, etc.
			multistep procedure, etc	PRODUCTION &
			CRAFT & STRUCTURE	DISTRIBUTION OF
			GRADES 9-10	WRITING
			Standard CC.3.5.9-10.D.	GRADES 9-10
			Determine the meaning of	Standard CC.3.6.9-10.C
			symbols, key terms, and other	Produce clear and coherent
			domain specific words	writingappropriate to
			Standard CC.3.5.9-10.E	task, purpose, and audience.
			Analyze the structure of the	Standard CC.3.6.9-10 D
			relationships among concepts in a	Develop and strengthen
			text, etc.	writing as needed by
			Standard CC.3.5.9-10.F	planning, revising, editing,
			Analyze the author's purpose in	rewriting, or trying a new
			providing an explanation,	approach, focusing on
			describing a procedure	addressing what is most
			CRAFT & STRUCTURE	significant for a specific
			GRADES 11-12	purpose and audience.
			Standard CC.3.5.11-12.D.	Standard CC.3.6.9-10.E
			Determine the meaning of	Use technology, including
			symbols, key terms, and other	the internet, to produce,
			domain specific words	publish, and update
			Standard CC.3.5.11-12.E.	individual or shared writing
			Analyze the structure of the	products.
			relationships among concepts in a	PRODUCTION &
			text.	DISTRIBUTION OF
				WRITING

Standard CC.3.5.11-12.F

Analyze the author's purpose in providing an explanation, describing a procedure...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 9-10

Standard CC.3.5.9-10.G.

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H.

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10.I.

Compare and contrast findings presented in a text to those from other sources, etc...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 11-12

Standard CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H.

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12.I.

Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10 and 11-12

Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.

GRADES 11-12

Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D

Standard CC.3.6.11-12.D.

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.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH

GRADES 9-10

Standard CC.3.6.9-10.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G.

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H.

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

RESEARCH

GRADES 11-12

			By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.	Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	
900	LEARNING ACTIVITIES/EXPERIENCES.				
902 903 904 905 906 907 908 909	Prepare, present, and evaluate self-care activities. Prepare, present, and evaluate activities which promote a positive self-concept. Prepare, present, and evaluate science activities. Prepare, present, and evaluate music activities. Prepare, present, and evaluate puppetry activities. Prepare, present, and evaluate flannel board activities. Prepare, present, and evaluate children's literature. Prepare, present, and evaluate language and literacy activities. Prepare, present, and evaluate math activities. Prepare, present, and evaluate math activities. Prepare, present, and evaluate creative art activities.	CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE A. Early Childhood Development & Services Career Pathway (Choose Standards)	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE	

911	Prepare, present, and evaluate food and nutrition	1-2-3-4-5-6-7-8	Standard CC.3.5.11-12A	GRADES 11-12
	related activities.		Cite specific textual evidence,	Standard CC.3.6.11-12.A
912	Prepare, present, and evaluate health and safety	B. Other Pathways?	etc	Write arguments focused
	activities.		Standard CC.3.5.11-12.B.	on discipline specific
913	Prepare, present, and evaluate social studies		Determine the central ideas or	content.
014	activities.		conclusions of a text; etc	Standard CC.3.6.11-12.B
	Prepare, present, and evaluate fine motor activities.		Standard CC.3.5.11-12.C.	Write informative or
	Prepare, present, and evaluate gross motor activities.		Follow precisely a complex	explanatory texts, including the narration of technical
	Prepare, present, and evaluate transition activities.		multistep procedure, etc	processes, etc.
917	Prepare, present, and evaluate creative drama		CRAFT & STRUCTURE	PRODUCTION &
010	activities.		GRADES 9-10	DISTRIBUTION OF
918	Prepare, present, and evaluate creative movement activities.		Standard CC.3.5.9-10.D.	WRITING
010	Prepare, present, and evaluate woodworking		Determine the meaning of	GRADES 9-10
919	activities.		symbols, key terms, and other domain specific words	Standard CC.3.6.9-10.C
920	Identify steps to plan field trips as a learning		Standard CC.3.5.9-10.E	Produce clear and coherent
,20	experience.		Analyze the structure of the	writingappropriate to
921	Prepare, present, and evaluate activities		relationships among concepts in a	task, purpose, and audience.
	incorporating current technology.		text. etc.	Standard CC.3.6.9-10 D
			Standard CC.3.5.9-10.F	Develop and strengthen
			Analyze the author's purpose in	writing as needed by
			providing an explanation,	planning, revising, editing, rewriting, or trying a new
			describing a procedure	approach, focusing on
			CRAFT & STRUCTURE	addressing what is most
			GRADES 11-12	significant for a specific
			Standard CC.3.5.11-12.D.	purpose and audience.
			Determine the meaning of	Standard CC.3.6.9-10.E
			symbols, key terms, and other	Use technology, including
			domain specific words	the internet, to produce,
			Standard CC.3.5.11-12.E.	publish, and update individual or shared writing
			Analyze the structure of the	products.
			relationships among concepts in a text.	PRODUCTION &
			Standard CC.3.5.11-12.F	DISTRIBUTION OF
			Analyze the author's purpose in	WRITING
			providing an explanation,	GRADES 11-12
			describing a procedure	Standard CC.3.6.11-12 C
			INTEGRATE KNOWLEDGE/	Produce clear and coherent
			IDEAS	writingappropriate to
			GRADES 9-10	task, purpose, and audience.

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Standard CC.3.5.9-10.G.

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H.

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10.I.

Compare and contrast findings presented in a text to those from other sources, etc...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 11-12

Standard CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H.

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12.I.

Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10 and 11-12

Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.

By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.

Standard CC.3.6.9-10 D

Standard CC.3.6.11-12.D.

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.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH GRADES 9-10

Standard CC.3.6.9-10.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G.

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H.

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

RESEARCH

GRADES 11-12

Standard CC.3.6.11-12.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.11-12.G.

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H.	
Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-12	
Standard CC.3.5.9-10.1 AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.	

1000	PROGRAM PARTNERSHIPS.			
1001	Communicate with families through written documentation.	CLUSTER: Human Services	KEY IDEAS/DETAILS GRADES 9-10	TEXT TYPES AND PURPOSE
1002	Create a resource file of community services.	Careers	Standard CC.3.5.9-10.A.	GRADES 9-10
1003	Describe and implement best practices for supporting children and families during transition. Identify the family's role in developing individualized goal plans for children.	(Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE	Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc	Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B
1005	Identify the role that cultures and values of the family play in children's upbringing and individualize experiences for children.	A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8 B. Other Pathways?	Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc	Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A

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Standard CC.3.5.11-12.B. Write arguments focused on discipline specific Determine the central ideas or content. conclusions of a text: etc... Standard CC.3.6.11-12.B Standard CC.3.5.11-12.C. Write informative or Follow precisely a complex explanatory texts, including multistep procedure, etc... the narration of technical **CRAFT & STRUCTURE** processes, etc. **GRADES 9-10** PRODUCTION & Standard CC.3.5.9-10.D. DISTRIBUTION OF Determine the meaning of WRITING symbols, key terms, and other **GRADES 9-10** domain specific words... Standard CC.3.6.9-10.C **Standard CC.3.5.9-10.E** Produce clear and coherent Analyze the structure of the writing...appropriate to relationships among concepts in a task, purpose, and audience. text, etc. **Standard CC.3.6.9-10 D Standard CC.3.5.9-10.F** Develop and strengthen Analyze the author's purpose in writing as needed by providing an explanation, planning, revising, editing, describing a procedure... rewriting, or trying a new **CRAFT & STRUCTURE** approach, focusing on **GRADES 11-12** addressing what is most significant for a specific Standard CC.3.5.11-12.D. purpose and audience. Determine the meaning of symbols, key terms, and other Standard CC.3.6.9-10.E domain specific words... Use technology, including Standard CC.3.5.11-12.E. the internet, to produce, publish, and update Analyze the structure of the individual or shared writing relationships among concepts in a products. text. PRODUCTION & Standard CC.3.5.11-12.F DISTRIBUTION OF Analyze the author's purpose in WRITING providing an explanation, **GRADES 11-12** describing a procedure... Standard CC.3.6.11-12 C INTEGRATE KNOWLEDGE/ **IDEAS** Produce clear and coherent writing...appropriate to **GRADES 9-10** task, purpose, and audience. Standard CC.3.5.9-10.G. Standard CC.3.6.9-10 D

Standard CC.3.6.11-12.D.

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Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H.

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10.I.

Compare and contrast findings presented in a text to those from other sources, etc...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 11-12

Standard CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H.

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12.I.

Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10 and 11-12

Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.

By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.

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.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH

GRADES 9-10

Standard CC.3.6.9-10.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G.

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H.

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

RESEARCH GRADES 11-12

Standard CC.3.6.11-12.F.

Conduct short and more

sustained research to answer a question or solve a problem.

Standard CC.3.6.11-12.G.

Gather relevant information from multiple authoritative

1100	CLINICAL EXPERIENCE.			print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.
1101 1102 1103	Participate in an infant program. Participate in a toddler program. Participate in a preschool program.	CLUSTER: Human Services Careers (Choose Standards)	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A.	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A
1104 1105	Participate in an elementary school program. Participate in a special needs and/or inclusive program.	1-2-3-4-5-6 PATHWAYS INCLUDE	Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc	Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B
		A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8	Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence,	Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12
		B. Other Pathways?	etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc Standard CC.3.5.11-12.C.	Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B

multistep procedure, etc... **CRAFT & STRUCTURE GRADES 9-10** Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words... **Standard CC.3.5.9-10.E** Analyze the structure of the relationships among concepts in a text, etc. **Standard CC.3.5.9-10.F** Analyze the author's purpose in providing an explanation, describing a procedure... **CRAFT & STRUCTURE GRADES 11-12** Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words... Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F

Follow precisely a complex

Analyze the author's purpose in providing an explanation, describing a procedure...

INTEGRATE KNOWLEDGE/ **IDEAS**

GRADES 9-10

Standard CC.3.5.9-10.G.

Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).

Standard CC.3.5.9-10.H.

Write informative or explanatory texts, including the narration of technical processes, etc.

PRODUCTION & DISTRIBUTION OF WRITING

GRADES 9-10

Standard CC.3.6.9-10.C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D

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.

Standard CC.3.6.9-10.E

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

PRODUCTION & **DISTRIBUTION OF** WRITING

GRADES 11-12

Standard CC.3.6.11-12 C

Produce clear and coherent writing...appropriate to task, purpose, and audience.

Standard CC.3.6.9-10 D

Standard CC.3.6.11-12.D.

Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on

Assess the reasoning in a text to support the author's claim for solving a technical problem.

Standard CC.3.5.9-10.I.

Compare and contrast findings presented in a text to those from other sources, etc...

INTEGRATE KNOWLEDGE/IDEAS

GRADES 11-12

Standard CC.3.5.11-12.G.

Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.

Standard CC.3.5.11-12.H.

Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.

Standard CC.3.5.11-12.I.

Synthesize information from a range of sources into a coherent understanding.

RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.

By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.

addressing what is most significant for a specific purpose and audience.

CC.3.6.11-12.E.

Use technology, including the internet, to produce, publish, and update individual or shared writing products.

RESEARCH

GRADES 9-10

Standard CC.3.6.9-10.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.9-10.G.

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.9-10.H.

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

RESEARCH GRADES 11-12

Standard CC.3.6.11-12.F.

Conduct short and more sustained research to answer a question or solve a problem.

Standard CC.3.6.11-12.G.

Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.

Standard CC.3.6.11-12.H.

	Draw evidence from	
	informational texts to	
	support analysis, reflection,	
	and research.	
	RANGE OF WRITING	
	GRADES 9-12	
	Standard CC.3.5.9-10.1	
	AND Standard CC.3.5.11-	
	12.I.	
	Write routinely over	
	extended time frames and	
	shorter time frames for a	
	range of tasks, purposes	
	and audiencesetc.	