



**Autobody/Collision Repair Technology/Technician, Classification of Instructional Program (CIP) 47.0603  
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
--	--	---	--	---

<p><b>100 SAFETY.</b></p> <p>101 Follow general shop safety rules.</p> <p>102 Use of personal safety devices and clothing.</p> <p>103 Locate and identify fire extinguishers.</p> <p>104 Locate and operate emergency switches.</p> <p>105 Explain fire and tornado drill procedures.</p> <p>106 Demonstrate proper handling of hazardous materials.</p> <p>107 Follow proper chemical disposal techniques.</p> <p>108 Operate shop and spray area ventilation systems.</p> <p>109 Follow rules for care and safe use of hand tools.</p> <p>110 Demonstrate safe and proper use of power tools and equipment.</p> <p>111 Identify the proper methods and options for safely moving vehicles in the shop area.</p> <p>112 Identify information on Safety Data Sheets (SDS).</p>	<p><b><u>CAREER CLUSTER:</u></b> <b>Transportation, Distribution and Logistics</b> (Choose Standards) 1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b> <b>Facility and Mobile Equipment Maintenance Career Pathway</b> (Choose Standards) 1-2</p> <p><b>NOTE:</b> <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your</b></p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc. <b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b></p>		
--	---	---	--	--

	<p><b>local Occupational Area.</b></p>	<p>Determine the meaning of symbols, key terms, and other domain specific words.</p> <p><b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in</p>		
--	--	--	--	--

		<p>diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b></p> <p><b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b></p> <p>By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>		
--	--	---	--	--

<b>200 VEHICLE DESIGN AND CONSTRUCTION.</b>				
<p>201 Identify the differences between various vehicle construction types.</p> <p>202 Identify and describe structural and nonstructural panels of a unibody vehicle.</p> <p>203 Determine the various materials used in vehicle construction.</p>	<p><b><u>CAREER CLUSTER:</u></b> <b>Transportation, Distribution and Logistics</b> (Choose Standards) 1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b> <b>Facility and Mobile Equipment Maintenance Career Pathway</b> (Choose Standards) 1-2</p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b></p> <p><b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc.</p> <p><b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc.</p> <p><b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p>		<p><b>NUMBERS AND OPERATIONS</b></p> <p><b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multistep problems.</p> <p><b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations</p>

	<p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b></p>		<p>on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
--	---	---	--	---

		<p><b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING GRADES 9-10-11-12</b></p> <p><b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>		
--	--	--	--	--

<p><b>300 PANEL REPLACEMENT AND ALIGNMENT.</b></p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p><b>GEOMETRY</b>  <b>Standard 2.3.HS.A.7</b>  Apply trigonometric ratios to solve problems involving right triangles.  <b>Standard 2.3.HS.A.3</b>  Verify and apply geometric theorems as they relate to geometric figures.  <b>Standard 2.3.HS.A.13</b>  Analyze relationships between two dimensional and three dimensional objects.</p>
--	---	---	--	--

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--



<p><b>400 TRIM AND HARDWARE.</b></p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p><b>GEOMETRY</b>  <b>Standard 2.3.HS.A.13</b>  Analyze relationships between two dimensional and three dimensional objects.</p>
--------------------------------------	---	---	--	---

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

<p><b>500 METAL FINISHING.</b></p>				
<p>501 Select proper metal straightening tools.  502 Evaluate stretched metal for repair.  503 Demonstrate weld-on nail gun to repair sheet metal.  504 Repair metal to meet industry standards.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p><b>GEOMETRY</b>  <b>Standard 2.3.HS.A.13</b>  Analyze relationships between two dimensional and three dimensional objects.</p>

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

<p><b>600 BODY FILLERS.</b></p>				
<p>601 Select correct body filler and tools.          602 Prepare surface for body filler.          603 Mix and apply body filler.          604 Sand body fillers to correct contour.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation,          Distribution and          Logistics</b>          (Choose Standards)          1-2-3-4-5-6</p> <p><b>PATHWAYS          INCLUDE</b>  <b>Facility and Mobile          Equipment          Maintenance Career          Pathway</b>          (Choose Standards)          1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common          Career Technical Core          Standards Booklet if          you wish to add more          Pathways, for your          local Occupational          Area.</b></p>	<p><b>KEY IDEAS/DETAILS          GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>          Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>          Determine the central ideas or          conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>          Follow precisely a complex Extend          the knowledge of arithmetic          operations and apply to complex          numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE          GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>          Determine the meaning of          symbols, key terms, and other          domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>          Analyze the structure of the          relationships among concepts in a          text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>          Analyze the author’s purpose in          providing an explanation,          describing a procedure... and          Analyze the structure of the          relationships among concepts in a          text.</p>	<p><b>TEXT TYPES AND          PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>          Write arguments focused          on discipline specific          content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>          Write informative or          explanatory texts, including          the narration of technical          processes, etc.</p> <p><b>PRODUCTION &amp;          DISTRIBUTION OF          WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>          Produce clear and coherent          writing, appropriate to task,          purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>          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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>          Use technology, including          the internet, to produce,          publish, and update</p>	

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--



		technical texts independently and proficiently.		
--	--	---	--	--

<p><b>700 GLASS AND HARDWARE.</b></p>				
<p>701 Remove and reinstall a door window regulator.  702 Remove and reinstall moveable door glass.  703 Describe the removal and replacement of stationary glass.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p><b>GEOMETRY</b>  <b>Standard 2.3.HS.A.13</b>  Analyze relationships between two dimensional and three dimensional objects.</p>

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

<b>800 STRUCTURAL COMPONENT REPAIR AND DAMAGE ANALYSIS.</b>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce,</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p><b>ALGEBRA</b>  <b>Standard 2.2.HS.C.9</b>  Prove the Pythagorean identity and use it to calculate trigonometric ratios.</p> <p><b>GEOMETRY</b>  <b>Standard 2.3.HS.A.7</b>  Apply trigonometric ratios to solve problems involving right triangles.  <b>Standard 2.3.HS.A.3</b></p>
---	---	---	--	---

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	<p>Verify and apply geometric theorems as they relate to geometric figures.  <b>Standard 2.3.HS.A.13</b>  Analyze relationships between two dimensional and three dimensional objects.</p>
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

<p><b>900 STRUCTURAL STRAIGHTENING.</b></p>				
<p>901 Mount and anchor vehicle to a pulling system.  902 Prepare vehicle for measuring and analysis.  903 Prepare vehicle for structural alignment.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p><b>GEOMETRY</b>  <b>Standard 2.3.HS.A.7</b>  Apply trigonometric ratios to solve problems involving right triangles.  <b>Standard 2.3.HS.A.3</b>  Verify and apply geometric theorems as they relate to geometric figures.  <b>Standard 2.3.HS.A.13</b>  Analyze relationships between two dimensional and three dimensional objects.</p>



		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

1000 CORROSION PROTECTION.				
<p>1001 Identify corrosion causes and OEM corrosion protection.</p> <p>1002 Apply repair methods for corrosion protection.</p> <p>1003 RESERVED</p> <p>1004 Demonstrate the application of seam sealers.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce,</p>	

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

1100 WELDING.				
<p>1101 Identify different methods of attaching components (MIG welding, squeeze type resistance spot welding (STRSW) riveting, structural adhesive, silicon bronze, etc.)</p> <p>1102 Demonstrate personal safety practices.</p> <p>1103 Set up and tune the MIG welder.</p> <p>1104 Complete a butt joint with backing in various welding positions.</p> <p>1105 Complete an overlap weld in various positions.</p> <p>1106 Complete a plug weld in various positions.</p> <p>1107 Define protection of adjacent panels, glass, vehicle interior, etc. from welding and cutting operations.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--



1200 CUTTING PROCESSES.				
<p>1201 Identify cutting processes.</p> <p>1202 Demonstrate sheet metal cutting processes.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>            (Choose Standards)            1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>            (Choose Standards)            1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>            Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>            Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>            Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>            Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>            Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>            Analyze the author’s purpose in providing an explanation, describing a procedure... and            Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>            Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>            Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>            Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>            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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>            Use technology, including the internet, to produce, publish, and update</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>            Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>            Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>            Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>            Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p><b>GEOMETRY</b>  <b>Standard 2.3.HS.A.13</b>            Analyze relationships between two dimensional and three dimensional objects.</p>

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

<p><b>1300 SURFACE PREPARATION, REFINISHING, AND EQUIPMENT.</b></p>				
<p>1301 Explain various environmental regulations.  1302 Locate hazardous warning information.  1303 Select and inspect personal protection equipment (PPE).  1304 Demonstrate safe painting practices.  1305 Identify personal health and safety hazards.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce,</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>publish, and update individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
<b>1400 AUTOMOTIVE FINISHES.</b>				
<p>1401 Describe the difference between paint systems.</p> <p>1402 Describe paint defects - causes and cures.</p> <p>1403 Identify various undercoats.</p> <p>1404 Identify various topcoats (single stage, basecoat/clearcoat, tricoat, quadcoat).</p>	<p><b>CAREER CLUSTER:</b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b></p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10-11-12</b></p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

		<p>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p><b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 11-12</b> <b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>Standard CC.3.6.9-10.F</b> <b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
<b>1500 SURFACE PREPARATION.</b>				
<p>1501 Demonstrate proper steps to pre-wash entire vehicle.</p> <p>1502 Use wax and grease remover.</p> <p>1503 Demonstrate proper use of sanding and featheredging techniques.</p> <p>1504 Wet sand and featheredge.</p> <p>1505 Apply suitable metal treatments.</p>	<p><b>CAREER CLUSTER:</b> <b>Transportation, Distribution and Logistics</b> (Choose Standards) 1-2-3-4-5-6</p>	<p><b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b> Cite specific textual evidence, etc. <b>Standard CC.3.5.9-10 B</b></p>	<p><b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b> <b>Standard CC.3.6.11-12.A</b></p>	<p><b>NUMBERS AND OPERATIONS</b> <b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real</p>

<p>1506 Obtain the vehicle paint code.  1507 Apply undercoats.  1508 Prepare panels for blending.  1509 RESERVED  1510 Identify masking materials.  1511 Perform masking.  1512 Select the appropriate abrasive.</p>	<p><b>PATHWAYS  INCLUDE  Facility and Mobile  Equipment  Maintenance Career  Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  Refer to the Common  Career Technical Core  Standards Booklet if  you wish to add more  Pathways, for your  local Occupational  Area.</p>	<p><b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or  conclusions of a text; etc.</p> <p><b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend  the knowledge of arithmetic  operations and apply to complex  numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE  GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of  symbols, key terms, and other  domain specific words.</p> <p><b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the  relationships among concepts in a  text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in  providing an explanation,  describing a procedure... and  Analyze the structure of the  relationships among concepts in a  text.</p> <p><b>INTEGRATE KNOWLEDGE &amp;  IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical  information expressed in a text into  visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b></p>	<p>Write arguments focused  on discipline specific  content.</p> <p><b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or  explanatory texts, including  the narration of technical  processes, etc.</p> <p><b>PRODUCTION &amp;  DISTRIBUTION OF  WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent  writing, appropriate to task,  purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including  the internet, to produce,  publish, and update  individual or shared writing  products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b></p>	<p>world or mathematical  problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to  understand problems and  to guide the solution of  multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy  appropriate to limitations  on measurement when  reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of  arithmetic operations and  apply to complex  numbers.</p>
--	--	--	---	--



		<p>Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
<b>1600 REFINISHING EQUIPMENT AND PAINT AREA.</b>				
1601 Operate the spray booth. 1602 Maintain the paint mixing area. 1603 Set up, test, and adjust spray guns.	<b><u>CAREER CLUSTER:</u></b> <b>Transportation, Distribution and Logistics</b>	<b>KEY IDEAS/DETAILS</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. A</b> <b>Standard CC.3.5.11-12 A</b>	<b>TEXT TYPES AND PURPOSE</b> <b>GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.A</b>	

<p>1604 Inspect, clean, and determine conditions of spray guns and equipment.</p> <p>1605 Select and use the National Institution of Safety and Health (NIOSH) approve personal painting/refinishing respirator systems.</p>	<p>(Choose Standards) 1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b> <b>Facility and Mobile Equipment Maintenance Career Pathway</b> (Choose Standards) 1-2</p> <p><b>NOTE:</b> <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p>Cite specific textual evidence, etc.</p> <p><b>Standard CC.3.5.9-10 B</b> <b>Standard CC.3.5.11-12. B</b> Determine the central ideas or conclusions of a text; etc.</p> <p><b>Standard CC.3.5.9-10.C</b> <b>Standard CC.3.5.11-12.C</b> Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b> <b>Standard CC.3.5.9-10. D</b> <b>Standard CC.3.5.11-12.D</b> Determine the meaning of symbols, key terms, and other domain specific words.</p> <p><b>Standard CC.3.5.9-10.E</b> <b>Standard CC.3.5.11-12.E</b> Analyze the structure of the relationships among concepts in a text, etc.</p> <p><b>Standard CC.3.5.9-10.F</b> <b>Standard CC.3.5.11-12.F</b> Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS GRADES 9-10</b> <b>Standard CC.3.5.9-10.G</b> Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p>	<p><b>Standard CC.3.6.11-12.A</b> Write arguments focused on discipline specific content.</p> <p><b>Standard CC.3.6.9-10.B</b> <b>Standard CC.3.6.11-12.B</b> Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.C</b> <b>Standard CC.3.6.11-12 C</b> Produce clear and coherent writing, appropriate to task, purpose, and audience.</p> <p><b>Standard CC.3.6.9-10 D</b> <b>Standard CC.3.6.11-12.D</b> 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.</p> <p><b>Standard CC.3.6.9-10.E</b> <b>Standard CC.3.6.11-12.E.</b> Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p><b>RESEARCH GRADES 9-10-11-12</b> <b>Standard CC.3.6.9-10.F</b></p>	
--	--	---	--	--

		<p><b>Standard CC.3.5.9-10. H</b> Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p><b>Standard CC.3.5.9-10. I</b> Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b> <b>GRADES 11-12</b></p> <p><b>Standard CC.3.5.11-12. G</b> Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p><b>Standard CC.3.5.11-12. H</b> Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p><b>Standard CC.3.5.11-12. I</b> Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b> <b>GRADES 9-10-11-12</b></p> <p><b>Standard CC.3.5.9-10.J</b> <b>Standard CC.3.5.11-12.J</b> By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p><b>Standard CC.3.6.11-12.F</b> Conduct short and more sustained research to answer a question or solve a problem.</p> <p><b>Standard CC.3.6.9-10.G.</b> <b>Standard CC.3.6.11-12.G</b> Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p><b>Standard CC.3.6.9-10.H.</b> <b>Standard CC.3.6.11-12.H.</b> Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b> <b>GRADES 9-10-11-12</b></p> <p><b>Standard CC.3.5.9-10.I &amp; Standard CC.3.5.11-12.I.</b> Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	---	--	--

1700 REFINISHING OPERATIONS.				
<p>1701 Prepare surface for topcoat system (degrease and tack).</p> <p>1702 Apply primer-sealer.</p> <p>1703 Apply single-stage finish.</p> <p>1704 Apply basecoat/clearcoat finish.</p> <p>1705 Describe the application of stone chip-resistant coating to lower body areas.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

<p><b>1800 BLENDING OPERATIONS.</b></p>				
<p>1801 RESERVED  1802 Blend basecoat/clearcoat finish.  1803 Tint and blend color coat.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--



		technical texts independently and proficiently.		
--	--	---	--	--

<p><b>1900 DETAILING.</b></p>				
<p>1901 Remove overspray.  1902 Clean exterior of vehicle.  1903 Clean interior of vehicle.  1904 Apply decals and stripes.  1905 Demonstrate color sanding and polishing techniques.  1906 Clean body openings.  1907 Clean exterior and interior glass surfaces.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation,  Distribution and  Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS  INCLUDE</b>  <b>Facility and Mobile  Equipment  Maintenance Career  Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common  Career Technical Core  Standards Booklet if  you wish to add more  Pathways, for your  local Occupational  Area.</b></p>	<p><b>KEY IDEAS/DETAILS</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or  conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend  the knowledge of arithmetic  operations and apply to complex  numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of  symbols, key terms, and other  domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the  relationships among concepts in a  text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in  providing an explanation,  describing a procedure... and  Analyze the structure of the  relationships among concepts in a  text.</p>	<p><b>TEXT TYPES AND  PURPOSE</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused  on discipline specific  content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or  explanatory texts, including  the narration of technical  processes, etc.</p> <p><b>PRODUCTION &amp;  DISTRIBUTION OF  WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent  writing, appropriate to task,  purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including  the internet, to produce,  publish, and update</p>	

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

2000 ESTIMATING DAMAGE ANALYSIS.				
<p>2001 Identify vehicle by VIN (vehicle identification number).</p> <p>2002 Collect vehicle and customer data.</p> <p>2003 Use collision estimating guides.</p> <p>2004 Identify different types of vehicle damage (direct and indirect).</p> <p>2005 Indicate repair and replace decisions.</p> <p>2006 Prepare an estimate/repair sequence/calculate repair costs.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p><b>GEOMETRY</b>  <b>Standard 2.3.HS.A.7</b>  Apply trigonometric ratios to solve problems involving right triangles.  <b>Standard 2.3.HS.A.3</b>  Verify and apply geometric theorems as they relate to geometric figures.  <b>Standard 2.3.HS.A.13</b>  Analyze relationships between two dimensional and three dimensional objects.</p>

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

<p><b>2100 PLASTIC REPAIR.</b></p>				
<p>2101 Identify plastic to make repair decisions.  2102 Use plastic repair methods (adhesives and welding).  2103 Repair plastics with two-part adhesives, with and without reinforcement.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author’s purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p>



		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
--	--	--	---	--

		technical texts independently and proficiently.		
--	--	---	--	--

2200 RESTRAINT SYSTEMS.				
<p>2201 Research auto manufacturers' recommended safety procedures to prevent accidental deployment of supplemental restraint systems.</p> <p>2202 Identify supplemental restraint systems.</p> <p>2203 Remove and reinstall seat belt components.</p>	<p><b><u>CAREER CLUSTER:</u></b>  <b>Transportation, Distribution and Logistics</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>PATHWAYS INCLUDE</b>  <b>Facility and Mobile Equipment Maintenance Career Pathway</b>  (Choose Standards)  1-2</p> <p><b>NOTE:</b>  <b>Refer to the Common Career Technical Core Standards Booklet if you wish to add more Pathways, for your local Occupational Area.</b></p>	<p><b>KEY IDEAS/DETAILS GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. A</b>  <b>Standard CC.3.5.11-12 A</b>  Cite specific textual evidence, etc.  <b>Standard CC.3.5.9-10 B</b>  <b>Standard CC.3.5.11-12. B</b>  Determine the central ideas or conclusions of a text; etc.  <b>Standard CC.3.5.9-10.C</b>  <b>Standard CC.3.5.11-12.C</b>  Follow precisely a complex Extend the knowledge of arithmetic operations and apply to complex numbers. procedure, etc.</p> <p><b>CRAFT &amp; STRUCTURE GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10. D</b>  <b>Standard CC.3.5.11-12.D</b>  Determine the meaning of symbols, key terms, and other domain specific words.  <b>Standard CC.3.5.9-10.E</b>  <b>Standard CC.3.5.11-12.E</b>  Analyze the structure of the relationships among concepts in a text, etc.  <b>Standard CC.3.5.9-10.F</b>  <b>Standard CC.3.5.11-12.F</b>  Analyze the author's purpose in providing an explanation, describing a procedure... and  Analyze the structure of the relationships among concepts in a text.</p>	<p><b>TEXT TYPES AND PURPOSE GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.A</b>  <b>Standard CC.3.6.11-12.A</b>  Write arguments focused on discipline specific content.  <b>Standard CC.3.6.9-10.B</b>  <b>Standard CC.3.6.11-12.B</b>  Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DISTRIBUTION OF WRITING GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.C</b>  <b>Standard CC.3.6.11-12 C</b>  Produce clear and coherent writing, appropriate to task, purpose, and audience.  <b>Standard CC.3.6.9-10 D</b>  <b>Standard CC.3.6.11-12.D</b>  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.  <b>Standard CC.3.6.9-10.E</b>  <b>Standard CC.3.6.11-12.E.</b>  Use technology, including the internet, to produce, publish, and update</p>	<p><b>NUMBERS AND OPERATIONS</b>  <b>Standard 2.1.HS.F.2</b>  Apply properties of rational and irrational numbers to solve real world or mathematical problems.  <b>Standard 2.1.HS.F.4</b>  Use units as a way to understand problems and to guide the solution of multistep problems.  <b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.  <b>Standard 2.1.HS.F.6</b>  Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p><b>GEOMETRY</b>  <b>Standard 2.3.HS.A.7</b>  Apply trigonometric ratios to solve problems involving right triangles.  <b>Standard 2.3.HS.A.3</b>  Verify and apply geometric theorems as they relate to geometric figures.  <b>Standard 2.3.HS.A.13</b>  Analyze relationships between two dimensional and three dimensional objects.</p>

		<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 9-10</b>  <b>Standard CC.3.5.9-10.G</b>  Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).  <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.  <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS</b>  <b>GRADES 11-12</b>  <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.  <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.  <b>Standard CC.3.5.11-12. I</b>  Synthesize information from a range of sources into a coherent understanding.</p> <p><b>RANGE OF READING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.6.9-10.F</b>  <b>Standard CC.3.6.11-12.F</b>  Conduct short and more sustained research to answer a question or solve a problem.  <b>Standard CC.3.6.9-10.G.</b>  <b>Standard CC.3.6.11-12.G</b>  Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.  <b>Standard CC.3.6.9-10.H.</b>  <b>Standard CC.3.6.11-12.H.</b>  Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING</b>  <b>GRADES 9-10-11-12</b>  <b>Standard CC.3.5.9-10.I &amp;</b>  <b>Standard CC.3.5.11-12.I.</b>  Write routinely over extended time frames and shorter time frames for a range of tasks, purposes, and audiences...etc.</p>	
--	--	--	--	--

		technical texts independently and proficiently.		
--	--	---	--	--