

Dental Assisting/Assistant, Classification of Instructional Program (CIP) 51.0601 Units of Instruction and Task Grid Linked to Pennsylvania Core Standards

| Secondary Competency Task Grid with Unit and Task Numbers | Common Career Technical Core Standards | Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5 | Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6 | Pennsylvania Core Standards for Mathematics Standard 2.1 |
|--|--|---|--|---|
|--|--|---|--|---|

| 100 | INTRODUCTION TO DENTAL ASSISTING. | | | |
|-----|---|--|--|--|
| 101 | Identify career: role, function, obligations, and limitations of the dental care provider as a member of the dental team. Define dental related terms and abbreviations. Practice appropriate personal hygiene, dress practices, personal qualities/characteristics. | CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text, etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12.A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc | TEXT TYPES AND PURPOSEGRADES 9-10Standard CC.3.6.9-10.AWrite arguments focused on discipline specific content.Standard CC.3.6.9-10.BWrite informative or explanatory texts, including the narration of technical processes, etc.TEXT TYPES AND PURPOSEGRADES 11-12Standard CC.3.6.11-12.AWrite arguments focused on discipline specific content.Standard CC.3.6.11-12.BWrite informative or explanatory texts, including |

| CRAFT & STRUCTURE | the narration of technical |
|---|--|
| GRADES 9-10 | processes, etc. |
| Standard CC.3.5.9-10.D. | PRODUCTION & |
| Determine the meaning of | DISTRIBUTION OF |
| symbols, key terms, and other | WRITING |
| domain specific words | GRADES 9-10 |
| Standard CC.3.5.9-10.E | Standard CC.3.6.9-10.C |
| Analyze the structure of the | Produce clear and coherent |
| relationships among concepts in a | writingappropriate to |
| text, etc. | task, purpose, and audience. |
| Standard CC.3.5.9-10.F | Standard CC.3.6.9-10 D |
| Analyze the author's purpose in | Develop and strengthen |
| providing an explanation, | writing as needed by |
| describing a procedure | planning, revising, editing, |
| CRAFT & STRUCTURE | rewriting, or trying a new approach, focusing on |
| GRADES 11-12 | addressing what is most |
| Standard CC.3.5.11-12.D. | significant for a specific |
| Determine the meaning of | purpose and audience. |
| symbols, key terms, and other | Standard CC.3.6.9-10.E |
| domain specific words | Use technology, including |
| Standard CC.3.5.11-12.E. | the Internet, to produce, |
| Analyze the structure of the | publish, and update |
| relationships among concepts in a | individual or shared writing |
| text. | products. |
| Standard CC.3.5.11-12.F | PRODUCTION & |
| Analyze the author's purpose in | DISTRIBUTION OF |
| providing an explanation, | WRITING |
| describing a procedure | GRADES 11-12 |
| INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 | Standard CC.3.6.11-12 C |
| | Produce clear and coherent |
| Standard CC.3.5.9-10.G. | writingappropriate to |
| Translate quantitative or technical | task, purpose, and audience. |
| information expressed in a text into visual form (e.g. a table or chart). | Standard CC.3.6.9-10 D |
| Standard CC.3.5.9-10.H. | Standard CC.3.6.11-12.D. |
| | Develop and strengthen |
| Assess the reasoning in a text to | writing as needed by |
| support the author's claim for solving a technical problem. | planning, revising, editing, |
| Standard CC.3.5.9-10.I. | rewriting, or trying a new |
| Stanuaru CC.3.3.9-10.1. | approach, focusing on addressing what is most |
| 1 | audressing what is most |

| Compare and contrast findings presented in a text to those from other sources, etcINTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formatsto solve a problem.Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently. | significant for a specific purpose and audience. Standard CC.3.6.11- 12.E. Use technology, including the Internet, to produce, publish, and update individual or shared writing products. RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.9- 10.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11- 12.G.Gather relevant information from multiple |
|---|--|
| | a problem. Standard CC.3.6.11- 12.G.Gather relevant |
| | informational texts to |

| 200 PRINCIPLES OF INFECTION CONTROL. | | | support analysis, reflection, and research. RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc. | |
|---|--|---|---|--|
| 201 Wash hands and follow gloving procedures. 202 RESERVED 203 Prepare and bag/wrap instruments for sterilization. 204 Use and care for ultrasonic cleaner. 205 Use chemicals to sterilize and disinfect instruments. 206 Sterilize instruments using autoclave and maintain equipment. 207 Perform disinfection and sterilization procedures on dental equipment. 208 Practice OSHA regulations with respect to dental occupations. 209 Use Safety Data Sheets (SDS) sheets and label appropriate materials. 210 Dispose of sharps, infectious and hazardous wastes. 211 Maintain evacuation system. 212 Maintain dental handpieces. 213 Use infection control procedures to send/receive dental laboratory items. | CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text, etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. | TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING | |

| Determine the meaning of symbols, key terms, and other domain specific wordsGRADES 9-10Standard CC.3, 59-10.EStandard CC.3, 59-10.EStandard CC.3, 59-10.Etask, purpose, and audience.Analyze the structure of the relationships anong concepts in a text, etc.Standard CC.3, 59-10.FAnalyze the author's purpose in providing an explanation, rewriting, or trying, antew addressing what is most significant for a specific provider wordsStandard CC.3, 51-10.FStandard CC.3, 51-11.2Standard CC.3, 51-11.2.Fpartose addressing what is most significant for a specific provider an explanation, the Internet, to produce, purpose and audience.Standard CC.3, 51-11.2.FStandard CC.3, 51-11.2.FStandard CC.3, 51-11.2.FAnalyze the structure of the relationships among concepts in text.Standard CC.3, 51-11.2.FStandard CC.3, 51-11.2.Fpurpose and audience.Standard CC.3, 51-11.2purpose and audience.Standard CC. | | |
|--|----------|----------------------------|
| domain specific words Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure CRAFT & STRUCTURE differst free the meaning of symbols, key terms, and other the intermet, to produce, deather the intermet, to produce, and audience. Standard CC.3.5.1-12.D Determine the meaning of symbols, key terms, and other domain specific words Standard CC.3.5.1-12.D Determine the meaning of symbols, key terms, and other domain specific words Standard CC.3.5.1-12.D Determine the meaning of symbols, key terms, and other domain and specific words Standard CC.3.5.1-12.E publish, and update in dividual or shared writing products. Standard CC.3.5.1-12.F Analyze the structure of the relationships among concepts in a text. NTFECRATE KNOWLEDGE/ IDEAS GRADES 1-10 Standard CC.3.5.9-10.B Standard CC.3.5.9-10.B Standard CC.3.5.1-12.C Produce clear and coherent writing. and word and in text. NTFECRATE KNOWLEDGE/ IDEAS Standard CC.3.5.9-10.B Standard CC.3.5.9-10.B Standard CC.3.5.9-10.B Standard CC.3.5.9-10.B Standard CC.3.5.9-10.B Standard CC.3.5.1-12.C Produce clear and coherent writing. appropriate to strugtheneed and the structure of the relationships anong concepts in a text. NTAFCRATE KNOWLEDGE/ IDEAS Standard CC.3.5.9-10.B Strugtheneed and coherent writing. appropriate to strugtheneed. Standard CC.3.5.9-10.B Strugtheneed. Strugthen | | GRADES 9-10 |
| Standard CC.3.5.9-10.EWritingappropriate to trask. purpose, and audience.Analyze the structure of the relationships among concepts in a text, etc.Standard CC.3.5.9-10.FAnalyze the author's purpose in providing an explanation, describing a procedure GRADES 11-12Develop and strengthen writing as needed by planning, revising, out ing, erwriting as needed by planning, revising on addressing what is most significant for a specific purpose and audience.CRAFT & STRUCTURE GRADES 11-12addressing what is most significant for a specific purpose and audience.Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.t.Standard CC.3.5.11-12.F. Nandard CC.3.5.11-12.FStandard CC.3.5.11-12.F Analyze the structure of the relationships among concepts in a text.t.Standard CC.3.5.11-12.F Distribution of WRITING GRADES 11-12Standard CC.3.5.11-12.F DEASStandard CC.3.5.11-12.F Distribution of WRITINGAnalyze the author's purpose in providing an explanation, describing a procedureStandard CC.3.6.1-12 Distribution of WRITINGGRADES 9-10Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in rivisual form (e.g. a table or char).Standard CC.3.6.1-10 Standard CC.3.5.9-10 D Standard CC.3.5.9-10 D Stand | | Standard CC.3.6.9-10.C |
| Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure CRAFT & STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.D. Standard CC.3.5.11-12.E. Analyze the structure of the rowiding an explanation, describing a procedure Standard CC.3.5.11-12.D. Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the structure of the rowiding an explanation, describing a procedure Standard CC.3.5.11-12.E Analyze the structure of the rowiding a rocedure Standard CC.3.5.11-12.C Standard CC.3.5.11-12.C Analyze the structure of the rowiding a rocedure Standard CC.3.5.11-12.C Analyze the structure of the rowiding a rocedure PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.5.9-10.C. Standard CC.3.5.9-10.D. Standard CC.3.5.9-10.D Standard CC.3 | - | |
| relationships among concepts in a text, etc.Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, as needed by paproach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words textStandard CC.3.5.1-10.EStandard CC.3.5.11-12.F Analyze the structure of the relationships among concepts in a text.Standard CC.3.5.11-12.F PRODUCTION & WRITING GRADES 11-12 Standard CC.3.5.11-12.FPRODUCTION & WRITING Standard CC.3.5.11-12.F Norf WRITING Standard CC.3.5.11-12.FStandard CC.3.5.11-12.F DEAS Distribution of growiding an explanation, describing a procedure providing an explanation, describing aprocedure BCRADES 9-10Standard CC.3.5.9-10.C Standard CC.3.5.9-10.G Standard CC.3.5.9-10.D Standard CC.3.5.9-10.D Standard CC.3.5.9-10.D Standard CC.3.5.9-10.D Standard CC.3.5.9-10.H NStandard CC.3.5.9-10.H Nsess the reasoning in a text to revising, editing, rewriting, ered by planning, rewriting, an revising, editing, rewriting, ered by planning, rewriting, or trying an ewa anded by planning. revising, editing, rewriting, ered by planning, rewriting, ered by planning, ered by planning, ered by planning, ered by planning, ered by planning, | | |
| text, etc.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying an ew approach, focusing on addressing what is most significant for a specific purpose and audience.CRAFT & STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in text.Develop and strengthen writing as needed by planning, revising, editing, revising, editing | | |
| Standard CC.3.5.9-10.FDevelop and StrengtonAnalyze the author's purpose in providing an explanation, describing a proceduremitring, or trying a new approach, focusing on addressing what is most addressing what is most addressing what is most standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific wordssignificant for a specific purpose and audience.Standard CC.3.5.11-12.D Determine the meaning of symbols, key terms, and other domain specific wordsStandard CC.3.6.9-10.EStandard CC.3.5.11-12.F Analyze the surtoure of the relationships among concepts in a text.Publics, nail update individual or shared writing products.Standard CC.3.5.11-12.F DistributionMitrip domain specific wordsPublics, and update individual or shared writing products.Standard CC.3.5.11-12.F DistributionFor the products.Publics, and update individual or shared writing products.Standard CC.3.5.11-12.F DistributionFor the products.PublicsStandard CC.3.5.11-12.F Distribution of WRTINGStandard CC.3.6.11-12 CNet Colling an explanation, describing a procedureStandard CC.3.6.11-12 CNet Colling an explanation, describing a procedureStandard CC.3.6.11-12 CStandard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text tio visual form (e.g. a table or chart).Standard CC.3.6.1-1 12.D.Develop and trengt enw approach,Standard CC.3.5.9-10.H. Assess the reasoning in a text toStandard CC.3.6.1-1 12.D.Develop and trengt enw approach, | | Standard CC.3.6.9-10 D |
| Analyze the author's purpose in providing an explanation, describing a procedure CRAFT & STRUCTURE GRADES 11-12 Standart CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure NETEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or char). Standard CC.3.5.9-10.H Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or char). Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or char). Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H Standard CC.3. | · · | |
| providing an explanation, describing a procedurerewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific wordsStandard CC.3.6.9-10.EStandard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in text.Standard CC.3.5.11-12.F. PRODUCTION & DUST RIBUTION OF WRITING GRADES 11-12NETHERATE KNOWLEDGE/ IDEAS GRADES 9-10Standard CC.3.6.9-10.E.VIETEGRATE KNOWLEDGE/ IDEAS GRADES 9-10Standard CC.3.6.9-10.E.Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text to visual form (e.g. a table or charl).Standard CC.3.6.9-10.B. Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H.Standard CC.3.6.1-1 to trying an ewa approach, | | |
| describing a procedureapproach, focusing on addressing what is most significant for a specific purpose and audience.Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific wordsStandard CC.3.6.1-12.E. publish, and update individual or shared writing products.Standard CC.3.5.11-12.E. publish, and update individual or shared writing products.Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.Standard CC.3.5.11-12.F. PRODUCTION & DISTRIBUTION OF WRITINGStandard CC.3.5.11-12.F. IDEASAnalyze the author's purpose in providing an explanation, describing a procedureFRODUCTION & DISTRIBUTION OF WRITINGProduce clear and coherent writingappropriate to task, purpose, and audience.Standard CC.3.6.1-112 C Standard CC.3.6.1-12 CStandard CC.3.5.9-10.G. Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text itov visual form (e.g. a table or chart).Standard CC.3.6.1-1 12.D Develop and strengthen writing as needed by planning, revising. editing, rewriting, or trying a new approach, | | |
| CRAFT & STRUCTURE GRADES 11-12addressing what is most significant for a specific purpose and audience.Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific wordsStandard CC.3.6.9-10.EDetermine the meaning of symbols, key terms, and other domain specific wordsStandard CC.3.5.11-12.E. publish, and update individual or shared writing products.Standard CC.3.5.11-12.FAnalyze the structure of the relationships among concepts in a text.PRODUCTION & WRITINGPRODUCTION & WRITINGStandard CC.3.5.11-12.FAnalyze the author's purpose in providing an explanation, describing a procedureGRADES 11-12 WRITINGNTEGRATE KNOWLEDGE/ DEAS GRADES 9-10Standard CC.3.5.9-10.D. Standard CC.3.5.9-10.DStandard CC.3.6.11-12 C VITING GRADES 11-12 Standard CC.3.5.9-10.DStandard CC.3.5.9-10.G. Standard CC.3.5.9-10.B.Standard CC.3.6.11-12 C VITING GRADES 9-10 Standard CC.3.5.9-10.DStandard CC.3.6.11-12 C VITING GRADES 9-10 Standard CC.3.5.9-10.DStandard CC.3.5.9-10.G. Standard CC.3.5.9-10.B.Standard CC.3.6.11-12 C VITING GRADES 9-10 Standard CC.3.5.9-10.B.Standard CC.3.6.11-12 C VITING GRADES 9-10 Standard CC.3.5.9-10.D | | |
| GRADES 11-12significant for a specific purpose and audience.Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific wordsStandard CC.3.6.9-10.EStandard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.Use technology, including the Internet, to produce, purblish, and update individual or shared writing products.Standard CC.3.5.11-12.F. Analyze the author's purpose in providing an explanation, describing a procedurePRODUCTION & WRITINGINTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10Standard CC.3.6.11-12 CStandard CC.3.6.9-10.BStandard CC.3.6.9-10.DStandard CC.3.6.9-10.BStandard CC.3.6.9-10.DStandard CC.3.6.9-10.DStandard CC.3.6.9-10.DStandard CC.3.6.9-10.H visual form (e.g. a table or chart).Standard CC.3.6.9-10.HAssess the reasoning in a text tion visual form (e.g. a table or chart).Standard CC.3.6.9-10.D | | |
| Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific wordspurpose and audience.Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.Standard CC.3.5.11-12.E, individual or shared writing products.Use technology, including the Internet, to produce, publish, and update individual or shared writing products.Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedurePRODUCTION & USTRIBUTION OF WRITING GRADES 11-12INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Produce Clear and coherent writingappropriate to task, purpose, and audience.Standard CC.3.5.9-10.H. Assess the reasoning in a text toStandard CC.3.6.9-110 D Standard CC.3.6.9-110 D | | |
| Standard CC.3.5.11-12.D.Standard CC.3.6.9-10.EDetermine the meaning of symbols, key terms, and other domain specific wordsStandard CC.3.6.9-10.EStandard CC.3.5.11-12.E.Use technology, including the Internet, to produce, publish, and update individual or shared writing products.Analyze the structure of the relationships among concepts in a text.INTEGRATE KNOWLEDGE/ IDEASBTANdard CC.3.5.11-12.CINTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ IDEASProduce clear and coherent writingappropriate to task, purpose, and audience.Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text indivisual form (e.g. a table or chart).Standard CC.3.6.1-12 Standard CC.3.5.9-10.H. or trying a new approach, | | |
| Symbols, Key terms, and other domain specific words Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text tot | | |
| domain specific words Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text itovisual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to or trying a new approach, | | |
| Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.publish, and update individual or shared writing products.Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedurepublish, and update individual or shared writing products.INTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ IDEASGRADES 9-10Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.1-12 CStandard CC.3.5.9-10.H. Assess the reasoning in a text toStandard CC.3.6.1-12 C | | |
| Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to | | |
| relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to | | |
| text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to or trying a new approach, | 5 | products. |
| Standard CC.3.5.11-12.FDISTRIBUTION OF WRITINGAnalyze the author's purpose in providing an explanation, describing a procedureGRADES 11-12INTEGRATE KNOWLEDGE/ IDEASStandard CC.3.6.11-12 CGRADES 9-10Produce clear and coherent writingappropriate to task, purpose, and audience.Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.1-1 12.D. Develop and sneeded by planning, revising, editing, rewriting, or trying a new approach, | | PRODUCTION & |
| Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to | | DISTRIBUTION OF |
| providing an explanation, describing a procedureGRADES 11-12INTEGRATE KNOWLEDGE/ IDEASStandard CC.3.6.11-12 CGRADES 9-10Produce clear and coherent writingappropriate to task, purpose, and audience.Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.11- 12.D.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, | | WRITING |
| describing a procedureStandard CC.3.6.11-12 CINTEGRATE KNOWLEDGE/ IDEASProduce clear and coherent writingappropriate to task, purpose, and audience.GRADES 9-10Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.11- tasket or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.11- tasket or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.11- tasket or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.5.9-10.H. Assess the reasoning in a text toor trying a new approach, | | GRADES 11-12 |
| INTEGRATE KNOWLEDGE/ IDEASProduce clear and coherent writingappropriate to task, purpose, and audience.GRADES 9-10Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.9-10 D Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H. Assess the reasoning in a text toStandard CC.3.6.9-10 D standard CC.3.6.9-10 D | | Standard CC.3.6.11-12 C |
| IDEASwritingappropriate to task, purpose, and audience.GRADES 9-10Standard CC.3.5.9-10.G.Standard CC.3.5.9-10.G.Standard CC.3.6.9-10 DTranslate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.11-Standard CC.3.5.9-10.H.stengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, | | Produce clear and coherent |
| GRADES 9-10task, purpose, and audience.Standard CC.3.5.9-10.G.Standard CC.3.6.9-10 DTranslate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.11-Standard CC.3.5.9-10.H.strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, | | |
| Standard CC.3.5.9-10.G.Standard CC.3.6.9-10 DTranslate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.11- 12.D.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, | | |
| Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.11- 12.D.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, | | Standard CC.3.6.9-10 D |
| information expressed in a text into visual form (e.g. a table or chart).12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, | | |
| visual form (e.g. a table or chart).stellgilleri witting as needed by planning, revising, editing, rewriting, or trying a new approach, | | |
| Standard CC.3.5.9-10.H.revising, editing, rewriting,Assess the reasoning in a text toor trying a new approach, | | |
| Assess the reasoning in a text to or trying a new approach, | | |
| | | |
| | | |
| solving a technical problem. what is most significant for | | |
| Standard CC.3.5.9-10.I. a specific purpose and | <u> </u> | |
| Compare and contrast findings audience. | | |
| presented in a text to those from CC.3.6.11-12.E .Use | | CC.3.6.11-12.E.Use |
| other sources, etc technology, including the | - | |
| Internet, to produce, | - | Internet, to produce, |

| 300 | SAFETY AND EMERGENCY PROCEDURES. | | | Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc. |
|-----|---|--|---|--|
| 301 | Practice general/personal safety standards/precautions. | CLUSTER: | KEY IDEAS/DETAILS | TEXT TYPES AND PURPOSE |
| 302 | Practice proper body mechanics. | Health Sciences Careers | GRADES 9-10 Standard CC.3.5.9-10.A. | GRADES 9-10 |
| 303 | Perform CPR/AED procedures. | | | |
| 304 | Prepare and recognize various medical emergencies. | (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text, etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words Standard CC.3.5.9-10.E | Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C |

| Analyze the structure of the relationships among concepts in a text, etc.Produce clear and coherent writingarpropriate to task, purpose, and audience.Standard CC.3.5.9-10.FStandard CC.3.6.9-10 DAnalyze the author's purpose in providing an explanation, describing a procedure.Develop and strengthen writing a new edited by planning, revising, editing, revising, and undiresci significant for a specific significant for a specific purpose, in a dudience.Standard CC.3.5.11-12 Standard CC.3.5.11-12.Standard CC.3.6.9-10 DDevelop and strengthen writing a new editors optical is not a specific purpose and audience.Standard CC.3.6.9-10 EStandard CC.3.5.11-12.Standard CC.3.6.9-10 E.Standard CC.3.5.11-12.Standard CC.3.6.9-10 E.Develop and strengthen writing a new editors optical is not a specific purpose and audience.Standard CC.3.5.11-12.Standard CC.3.6.9-10 E.Standard CC.3.5.11-12.Standard CC.3.6.9-10 E.Standard CC.3.5.9-10 E.Standard CC.3.6.11-12 CNTECRATE KNOWLEDCFStandard CC.3.6.11-12 CNTECRATE KNOWLEDCFStandard CC.3.6.11-12 CNordar CC.3.5.9-10.E.Standard CC.3.5.9-10.E.Standard CC.3.5.9-10.E.Standard CC.3.6.9-10Standard CC.3.5.9-10.E.Standard CC.3.6.9-10Standard CC.3.5.9-10.E.Standard CC.3.6.9-10Standard CC.3.5.9-10.E.Standard CC.3.6.9-10Standard CC.3.5.9-10.E.Standard CC.3.6.9-10Standard CC.3.5.9-10.E.Standard CC.3.6.9-10Standard CC.3.5.9-10.E.Standard CC.3.5.9-10.E.Standard CC.3. | | |
|--|--------------------------------------|------------------------------|
| Ext., etc.Ist., burphise, and audience.Standard CC.3.5-9.10, FStandard CC.3.6.9-10 DAnalyze the author's purpose in providing an explanation, describing a procedureDevelop and strengthen writing as needed by planning, revising, editing, revising, editing, revisi | | |
| Standard CC.3.5.10-IOFStandard CC.3.6.9-10 DAnalyze Che stubor's purpose in providing an explanation, describing a procedure planning, revising, editing, etrig, or trying a new approach, forusting on approach, forusting o | · · · | |
| Analyze the author's purpose in providing an explanation, describing a procedureDevelop and strengthen writing, newing, of trying a new purpose, in clusting on addressing what is most significant for a specific purpose, and culteric.CRAFT & STRUCTURE GRADES 11-12approach, focusing on addressing what is most significant for a specific purpose and audience.Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.Standard CC.3.5.11-12.F. Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.Standard CC.3.5.11-12.F. PROUCTION SC Produce, PROUCTION SC PROUCTION SC PROUCTION SC Produce.NTEGRATE KNOWLEDGE/ DELSTING GRADES 9-10 Standard CC.3.5.9-10.B.Standard CC.3.5.9-10.1. Standard CC.3.5.9-10.2.Standard CC.3.5.9-10.4 Standard CC.3.5.9-10.4Standard CC.3.5.9-10.1 Standard CC.3.5.9-10.4 Standard CC.3.5.9-10.4Standard CC.3.5.9-10.4 Solution expressed in a text to support the author's claim for solving a steaking or aludience.Standard CC.3.5.9-10.4 Standard CC.3.5.9-10.4 Standard CC.3.5.9-10.4Standard CC.3.5.9-10.4 Standard CC.3.5.9-10.4 Standard CC.3.5.9-10.4Standard CC.3.5.9-10.4 Standard CC.3.5.9-10.4 St | , | |
| providing an explanation, describing a procedure GRADES 11-12writing is needed by evriting. or trying a new upproach, focusing on upproach, focusing on the author's purpose and undividual or shared veriting, roducts.NETCEGRATE KNOWLEDGEV IDEASRADES 9-10 Standard CC.3.59-10.G Translate quantitive or tentari information expressed in a text to support the author's ching a revelop and standard CC.3.59-10.G Translate quantitive or tentari information expressed in a text to support the author's ching or presented in a text to those from other sources, etcVinit is needs and inform a specific purpose and autificant for a specific purpose and undificant for a specific purpose and undificant for a specific purpose and undificant for a specific purpose and undificant for a specific purpose and< | | |
| describing a produceplanning, revising, editing, approach, focusing on approach, focusing on approach, focusing on addressing what is most significant for a specific yurpose and audence.Standard CC.3.5.11-12.significant for a specific purpose and audence.Standard CC.3.5.11-12.Hannent, to produce, purpose and audence.Analyze the structure of the relationships amorg concepts in a text.Internet, to produce, purbles, and update individual or shared writing products.Standard CC.3.5.11-12.Nate text.Analyze the structure of the relationships amorg concepts in a text.FRODUCTION & WRITINGROBUES 11-12Standard CC.3.5.11-12National CC.3.5.910.FStandard CC.3.5.910.FStandard CC.3.5.910.FStandard CC.3.6.910.FStandard CC.3.5.910.FStandard CC.3.6.910.F | | |
| CRAFT & STRUCTURE GRADES 11-12rewriting, or trying a new approach, focusing on addressing, what is most significant for a specific purpose and audience.Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words.Standard CC.3.6.9-10.EStandard CC.3.5.11-12.F. Analyze the structure of the relationships anong concepts in text.Standard CC.3.5.9-10.EStandard CC.3.5.11-12.F. Analyze the structure of the relationships anong concepts in text.Use technology, including the Internet, to produce, products.Standard CC.3.5.11-12.F. Analyze the structure of the relationships anong concepts in text.PRODUCTION & Standard CC.3.5.11-12.F. PRODUCTION OF WRITING GRADES 11-12NUTEGRATE KNOWLEDGEF IDEASStandard CC.3.5.9-10.G. Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.F. take, purpose, and audience.Standard CC.3.5.9-10.F. Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.H. tisal form (e.g. a table or chart) solving a text in visal form (e.g. a table or chart)Standard CC.3.6.1-12.C. Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.H. tisal form (e.g. a table or chart) solving a text in to solving a text in to support the author's chain for solving a text in to support and acontrast findings presented in a text to those form other sources, etcStandard CC.3.5.1-12.C. Produce clear and contrast findings presented in a text to those form other sources, etcStandard CC.3.5.1-12.C. Standard CC.3.5.1-12.C. Standard CC.3.5.1-12.C. Standard CC.3.5.1-12.C. Standard CC.3.5.1-11.2.C. Standard CC.3.5.1-11.2.C. Standard CC.3.5.1-12.C. <b< th=""><th></th><th></th></b<> | | |
| Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific wordsaddressing what is most significant for a specific purpose and audience.Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.Standard CC.3.5.11-12.F Hentemet. to produce, publish, and update individual or shared writing products.Standard CC.3.5.11-12.F PRODUCTION & DISTRIBUTION OF WRITINGAnalyze the author's purpose in ording an explanation. describing a procedureGRADES 11-12PRODUCTION & DISTRIBUTION OF WRITINGTarnslate quantitative or technical information expressed in a text in visual form (e.g. a table or chart).GRADES 9-10.WRITING Tarnslate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.9-10.I USI induce.Standard CC.3.5.9-10.H. Assess the reasoning in a text in visual form (e.g. a table or chart).Standard CC.3.6.9-10.I USI or the subtor's claim for solving a technical problem.Standard CC.3.6.11-12 Standard CC.3.6.9-10.DStandard CC.3.5.9-10.H. Compare and contrast findings presented in a text to tose from other sources, etc.Standard CC.3.6.11-0 Standard CC.3.6.9-10.DStandard CC.3.5.9-10.F. TORSStandard CC.3.5.9-10.I.Standard CC.3.6.11-12 Standard CC.3.6.9-10.DStandard CC.3.5.9-10.H. Compare and contrast findings presented in a text to tose from other sources, etc.Standard CC.3.6.11-12.E. Use technology, including the Interent, to produce, publish, and update | CRAFT & STRUCTURE | |
| Standard CC.3.5.11-12.D. betermine the meaning of symbols, key terms, and other domain specific wordsstignificant for a specific purpose and audence.Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in text.Standard CC.3.5.1-10.EUse technology, including the Internet, to produce, publish, and update individual or shared writing products.Standard CC.3.5.11-12.FPRODUCTION & DISTRIBUTION OF WRITINGDISTRIBUTION OF WRITINGStandard CC.3.5.11-12.FPRODUCTION & DISTRIBUTION OF WRITINGDISTRIBUTION OF WRITINGINTEGRATE KNOWLEDGET IDEASDISTRIBUTION OF WRITINGProduce.s. RADES 11-12Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text individual or shared by planning, revising, a table or chart).Produce clear and coherent writingappropriate to task, purpos, and audience.Standard CC.3.5.9-10.G. Translate Acc.3.5.9-10.H. Subardard CC.3.5.9-10.H. Subardard CC.3.5.9-10.H.Standard CC.3.6.1-12 C 12.D.Develog and strandard CC.3.5.9-10.H. standard CC.3.5.9-10.H. subardard CC.3.5.9-10.H. <b< th=""><th>GRADES 11-12</th><th></th></b<> | GRADES 11-12 | |
| Determine the meaning of sympols, key terms, and other domain specific wordspurpose and audience.Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.Use technology, including the Internet, to produce, publish, and update individual or shared writing products.Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedurePRODUCITION & DISTRIBUTION OF WRITING GRADES 9-10 writingappropriate to task, purpose, and audience.Translate quantitative or technical information expressed in a text to visual form (cc. 3.5.9-10.H. Assess the reasoning in a text to solving a technical problem.Standard CC.3.5.9-10 Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. Suburg a technical problem.Standard CC.3.6.11-12 Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. Sta | Standard CC.3.5.11-12.D. | |
| Symbols, key terms, and other domain specific wordsStandard CC.3.6.9-10.EUse technology, including the relationships among concepts in a text.Use technology, including the linternet, to produce, publish, and update individual or shared writing products.Analyze the structure of the relationships among concepts in a text.Use technology, including the linternet, to produce, publish, and updateAnalyze the structure of the relationships among concepts in text.PRODUCTION & WRITINGAnalyze the author's purpose in providing an explanation, describing a procedurePRODUCTION & WRITINGINTEGRATE KNOWLEDGEY IDEASGRADES 9-10Translate quantitative or technical information expressed in a text into suport the author's claim for solving a technical problem.Standard CC.3.6.11-12 CStandard CC.3.5.9-10.LStandard CC.3.6.9-10 DStandard CC.3.5.9-10.LStandard CC.3.6.9-10 DStandard CC.3.5.9-10.LStandard CC.3.5.9-10.LStandard CC.3.5.9-10.LStandard CC.3.5.9-10.LStandard CC.3.5.9-10.Lrevising on addressing what is most significant for a suport the author's claim for solving a text to those from other sources qetINTEGRATE KNOWLEDGEY IDEASINTEGRATE KNOWLEDGEY IDEASINTEGRATE KNOWLEDGEY IDEASCC.3.5.9-10.LCustore and contrast findings presented in a text to those from other sources qetINTEGRATE KNOWLEDGEY IDEASForcubage and audience. | | |
| Standard CC.3.5.11-12.FUse technology, including the Internet, to produce, products.Analyze the structure of the relationships among concepts in a text.Use technology, including the Internet, to produce, products.Standard CC.3.5.11-12.FPRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10DISTRIBUTION OF WRITINGThrEGRATE KNOWLEDGE/ IDEASGRADES 9-10WRITING GRADES 11-12Standard CC.3.5.9-10.G.Translate quantitative or technical information expressed in a text to subing a technical problem.Standard CC.3.6.11-12 CStandard CC.3.5.9-10.G.Translate quantitative or technical information expressed in a text to subing a technical problem.Standard CC.3.6.10-1Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.H.Standard CC.3.6.11-1D.Develop and strengthen writing as needed by planning, revising, editing, rewriting, origing on addressing what is most significant for ascific purpose and audience.Reades significant for audience.Standard CC.3.5.9-10.I.INTEGRATE KNOWLEDGE/ IDEASFreising, editing, rewriting, other sources, etcCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | |
| Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ DEASS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or char). Standard CC.3.5.9-10.I. Standard CC.3.5.9- | * | |
| Analyze the structure of the relationships among concepts in a text.publish, and update individual or shared writing products.Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedurePRODUCTION & DISTRIBUTION OF WRITINGINTEG GRATE KNOWLEDGE/ IDEASGRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text in visual form (e.g. a table or char).Standard CC.3.6.9-10.D Standard CC.3.5.9-10.DStandard CC.3.5.9-10.H support the author's claim for support the author's claim for other sources, etcstengthen writing, revising, editing, reviring, rot trying a mew approach, for trying a mew approach, for trying a mew approach, for trying a difference support the author's claim for a specific purpose and audience.CC.3.6.1-12.E.Use technology, including the Interest, to produce, publish, and update | | |
| text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G, Translate quantitative or technical information expressed in a text into visual for m(e.g. a table or charl). Standard CC.3.5.9-10.H. Assess the reasoning in a text to subject the author's claim for solving a technical problem. Standard CC.3.5.9-10.I. Standard CC.3.5.9-10.I. | | publish, and update |
| Standard CC.3.5.11-12.FProduces.Analyze the author's purpose in providing an explanation, describing a procedureDISTRIBUTION OF WRITINGINTEGRATE KNOWLEDGE/ IDEASGRADES 1-12Standard CC.3.5.9-10Standard CC.3.6.11-12 CProduce clear and coherent writingappropriate to tistandard CC.3.5.9-10.G.Produce clear and coherent writingappropriate to task, purpose, and audience.Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.5.9-10.H.Assess the reasoning in a text to support the author's claim for solving a technical problem.Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.I.Compare and contrast findings presented in a text to those from other sources, etcFocusing on addressing viscus from yone and audience.INTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ IDEASFocusing on addressing viscus from yone and audience. | | |
| Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.6.11- 12.D.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.3.6.11-12.E.Use technology, including the Internet, to produce, politish, and update | | - |
| providing an explanation, describing a procedureWRTTINGINTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ Produce clear and coherent writingappropriate to task, purpose, and audience.Translate quantitative or technical information expressed in a text inti visual form (e.g. a table or chart).Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.5.9-10.H.Support the author's claim for solving a technical problem.or trying a new approach, focusing on addressing what is most significant for a specific purpose and autience.Standard CC.3.5.9-11.1Compare and contrast findings presented in a text to those from other source, etcCC.3.5.11-12.E.Use technology, including the Intreet, to produce, publish, and update | | |
| describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text intov visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10.I. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 | | |
| INTEGRATE KNOWLEDGE/ IDEASStandard CC.3.6.11-12 CProduce clear and coherent writingappropriate to task, purpose, and audience.Standard CC.3.5.9-10.G.Translate quantitative or technical information expressed in a text int visual form (e.g. a table or chart).Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.I.Compare and contrast findings presented in a text to those from other sources, etcINTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ IDEASGRADES 11-12Publish, and update | | |
| IDEASProduce clear and coherent writingappropriate to task, purpose, and audience.GRADES 9-10Standard CC.3.5.9-10.G.Standard CC.3.5.9-10.G.Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.5.9-10.H.Standard CC.3.6.9-10 DAssess the reasoning in a text to support the author's claim for solving a technical problem.Standard CC.3.6.1-1 12.D. Develop and strengthen writing as needed by planning, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Standard CC.3.5.9-10.I.Compare and contrast findings presented in a text to those from other sources, etcWhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update | INTEGRATE KNOWLEDGE/ | |
| GRADES 9-10writingappropriate to task, purpose, and audience.Standard CC.35.9-10.G.Translate quantitative or technical information expressed in a text in visual form (e.g. a table or chart).Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.5.9-10.H.Standard CC.3.6.1- 12.D.Develop and strengthen writing as needed by planning, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Standard CC.3.5.9-10.I.focusing on addressing what is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ Internet, to produce, publis, and update | IDEAS | |
| Standard CC.3.5.9-10.G.task, purpose, and audience.Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.H.Assess the reasoning in a text to support the author's claim for solving a technical problem.strengthen writing as revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Standard CC.3.5.9-10.I.Compare and contrast findings presented in a text to those from other sources, etcwhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update | GRADES 9-10 | |
| Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.6.1-Assess the reasoning in a text to support the author's claim for solving a technical problem.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.INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12CC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | Standard CC.3.5.9-10.G. | |
| visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10.I. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 INTEGRATE KNOWLEDGE/ IDEAS INTEGRATE KNOWLEDGE/ IDEAS | | |
| Standard CC.3.5.9-10.H.strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressingStandard CC.3.5.9-10.I.or trying a new approach, focusing on addressingStandard CC.3.5.9-10.I.focusing on addressing what is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | information expressed in a text into | Standard CC.3.6.11- |
| Assess the reasoning in a text to support the author's claim for solving a technical problem. or trying a new approach, solving a technical problem. or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 BUTH OF THE COMPARENT OF THE COMPAR | | |
| support the author's claim for solving a technical problem. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 SGRADES 11-12 Suppose and update Internet, to produce, publish, and update | | |
| solving a technical problem.or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Compare and contrast findings presented in a text to those from other sources, etcwhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12CC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | |
| Standard CC.3.5.9-10.I.focusing on addressing what is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ Internet, to produce, publish, and update | | |
| Compare and contrast findings presented in a text to those from other sources, etcwhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12CC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | Ç 1 | |
| presented in a text to those from other sources, etca specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | what is most significant for |
| other sources, etcaudience.INTEGRATE KNOWLEDGE/CC.3.6.11-12.E.UseIDEASInternet, to produce,GRADES 11-12publish, and update | | |
| INTEGRATE KNOWLEDGE/ technology, including the IDEAS Internet, to produce, GRADES 11-12 publish, and update | * | |
| GRADES 11-12 Internet, to produce, publish, and update | INTEGRATE KNOWLEDGE/ | |
| GRADES 11-12 publish, and update | | |
| Standard CC.3.5.11-12.G. | GRADES 11-12 | |
| | Standard CC.3.5.11-12.G. | I A THE FILLER |

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

| Standard CC.3.5.11-12AGRADES 11-12Of In reportCite specific textual evidence, etcStandard CC.3.6.11-12.ASTAStandard CC.3.5.11-12.B.Write arguments focused on discipline specific content.Standard CC.3.6.11-12.BStandard CC.3.6.11-12.BDetermine the central ideas or conclusions of a text, etcStandard CC.3.6.11-12.BWrite informative or explanatory texts, including multistep procedure, etcStandard CC.3.6.11-12.Bapply numStandard CC.3.5.11-12.C.Write informative or explanatory texts, including multistep procedure, etcWrite informative or explanatory texts, including the narration of technical equa to de GRADES 9-10STA CreationStandard CC.3.5.9-10.D.DISTRIBUTION OF WRITINGSTA content.Standard CC.3.5.9-10.D.DISTRIBUTION OF WRITINGSTA content.Standard CC.3.5.9-10.D.Standard CC.3.6.9-10.CStandard CC.3.6.9-10.CStandard CC.3.5.9-10.E.Standard CC.3.6.9-10.Ccategory category |
|---|
|---|

| Analyze the structure of the relationships among concepts in a text, etc.Produce clear and coherent writing, aneupose, and audience.Standard CC.3.5.9-10.FAnalyze the author's purpose in pursoring an explanation, describing a precedura.Develop and strengthen writing an exceed by plarming, rovising, editing, reversing, and the structure of the outdressing what is most significant for a specific purpose, indications, is most assertive purpose in a udifecsing what is most significant for a specific purpose and audience.CRAFT & STRUCTURE (CRAFT & STRUCTURE) (CRAFT & STRUCTURE)Produce (PARAMER) (CRAFT & STRUCTURE) (CRAFT & STRUCTURE) (CRAFT & STRUCTURE) (CRAFT & STRUCTURE) (CRAFT & STRUCTURE) (CRAFT & STRUCTURE)Produce (PARAMER) (CRAFT & STRUCTURE) (CRAFT & STRUCTURE)CRAFT & STRUCTURE (CRAFT & STRUCTURE) (CRAFT & STRUCTURE)STRUCTURE & STRUCTURE & STRUCTU | | |
|---|------------------------------|------------------------------|
| Ext., etc.Ist., burphice, ind audience.Standard CC.3.5-9.10, FStandard CC.3.6.9-10 DAnalyze the author's purpose in providing an explanation, describing a procedureDevelop and strengthen writing as needed by planning. revising. editing. revising. editing. revisi | | |
| Standard CC.3.5.10-IOFStandard CC.3.6.9-10 DAnalyze Che studbor's purpose in providing an explanation, describing a procedure planaing, revising, editing, etwining, or itying a needed by writing as needed by writing as needed by writing are indexed by writing, or itying anew approach, focusing on approach, focusing on <br< td=""><td></td><td></td></br<> | | |
| Analyze the author's purpose in providing an explanation, describing a procedureDevelop and strengthen writing, sensedd by planning, revising, editing, revising of trying a new approach, focusing on addressing what is most significant for a specific purpose, and addressing words.Develop and strengthen writing, a new approach, focusing on addressing what is most significant for a specific purpose, and addressing words.Develop and strengthen writing, a new approach, focusing on addressing what is most significant for a specific purpose, and addressing words.Develop and strengthen writing, a new approach, focusing on addressing what is most significant for a specific purpose, and addressing words.Develop and strengthen writing an exet addressing what is most significant for a specific purpose, including the Internet, to produce, produces.Standard CC.3.5.11-12.F. Analyze the author's purpose in rovicing an explanation. describing a procedureStandard CC.3.5.11-12.F. PROUCTION 6F VTITING GRADES 9-10 Standard CC.3.5.9-10.G.PROUCTION 6F VTITING GRADES 9-10 Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. Sta | | |
| providing an explanation, describing a procedure. GRADES 11-12writing is needed by petermine the meaning of symbols, key terms, and other symbols, key terms, and other of a specific purpose and audience.Standard CC.3.5.11-12.D. Determine the meaning of analyze the structure of the relationships among concepts in a text.Standard CC.3.5.11-12.C. standard CC.3.5.11-12.CStandard CC.3.6.1-12.C. the internet, to produce, purpose and audience.Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.Standard CC.3.5.11-12.F. the internet, to produce, purpose and audience.Standard CC.3.5.11-12.F. Determine the neulationships among concepts in a text.PRODUCTION & DISTRUBTION OF WRITINGStandard CC.3.5.9.10.C. TINEGRATE KNOWLEDGEY Determing a propertime to in providing an explanation, describing a propertime.PRODUCTION & DISTRUBTION OF WRITINGStandard CC.3.5.9-10.C. Translate quantitive or technical information expressed in a text in visual form (cg. 3.59-10.I. Standard CC.3.59-10.DProduce clear and coherent writing. appropriate to tass tassets the reusoning in a text in visual form (cg. 3.59-10.I. Standard CC.3.59-10.DStandard CC.3.6.1-12 12.D. Develop and text in text in for or trying a new approxing, focusing on audiresen; suppose, and audireze.Standard CC.3.59-10.DStandard CC. | | |
| describing a procedureplanning, revising, editing, approach, focusing on a approach, focusing on addressing what is most significant for a specific yurpose and audience.Standard CC.3.5.11-12.addressing what is most significant for a specific purpose and audience.Standard CC.3.5.11-12.Hanternet, to produce, purpose and audience.Standard CC.3.5.11-12.Use technology, including that and update individual or shared writing products.Standard CC.3.5.11-12.Use technology, including that and update individual or shared writing products.Standard CC.3.5.11-12.Standard CC.3.5.11-12.Analyze the author's purpose in a providing an explanation, describing a procedurePRODUCION & WRITINGRADES 9-10WRITING time_approving at to task, purpose, and audience.Standard CC.3.5.9-10.I.Standard CC.3.6.9-10.B.Standard CC.3.5.9-10.I.Standard CC.3.6.1-12 CProduce clear and coherent wissual form (e.g. a table or chair issorying a technical problem.Produce C.3.6.1-12 CStandard CC.3.5.9-10.I.Standard CC.3.5.9-10.I.Standard CC.3.5.9-10.I.Standard CC.3.5.9-10.I.Standard CC.3.5.9-10.I.Standard CC.3.6.1-1Standard CC.3.5.9-10.I.Standard CC.3.6.1-1 | | 1 0 |
| GRADES 11-12 approach, focusing on addressing what is most significant for a specific yarpose and audience. Standard CC.3.5.1-12.E, Analyze the structure of the relationships among concepts in text. Standard CC.3.5.1-12.F, Analyze the author's purpose in providing an explanation, describing a procedure, describing a procedure, describing a procedure, describing a procedure, and concepts in a text. Use technology, including the Internet, to produce., publish, and update including the Internet, to produce. INTEGRATE KNOWLEDGE/ DEAS INTEGRATE KNOWLEDGE/ DEAS Distrabular CC.3.5.9-10.G, Standard CC.3.5.9-10.I, | | |
| Standard CC.3.5.11-12.Daddressing what is most significant for a specific purpose and audience.Standard CC.3.5.11-12.E domain specific wordsStandard CC.3.5.11-12.E the Internet, to produce, publish, and update individant or shared writing products.Standard CC.3.5.11-12.E the Internet, to produce, publish, and update individant or shared writing products.Standard CC.3.5.11-12.F Analyze the structure of the relationships among concepts in a text.RCDUCTION & DISTRIBUTION OF WRITINGG GRADES 11-12INTEGRATE KNOWLEDGE/ UDEASINTEGRATE KNOWLEDGE/ toisual form (e.g. a table or chart).GRADES 11-12 Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.H Assess the reasoning in a text to visual form (e.g. a table or chart).Standard CC.3.6.11-12 C tandard CC.3.5.9-10.H.Standard CC.3.5.9-10.H Compare and contrast findings presented in a text to tose from other sources, etc.Standard CC.3.6.11-12 C toisual form (e.g. a table or chart).Standard CC.3.5.9-10.H Compare and contrast findings presented in a text to tose from other sources, etc.Standard CC.3.6.11-12 toisual form (e.g. a table or chart).Standard CC.3.5.9-10.H Compare and contrast findings presented in a text to tose from other sources, etc.Standard CC.3.6.11-12 toisual for dependence structure, publish, and update information a text to tose from other sources, etc.Standard CC.3.5.9-10.H. toisual for text to tose from other sources, etc.Standard CC.3.5.9-10.H Compare and contrast findings presented in a text to tose from other sources, etc.Standard CC.3.5.9-10.H. toisual for text to tose from other sources, etc.Standard | CRAFT & STRUCTURE | |
| Standard CC.3.5.11-12.D. betermine the meaning of symbols, key terms, and other domain specific wordssignificant for a specific purpose and audience.Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.Standard CC.3.5.1-10.EUse technology, including the lineme, to produce, publish, and update individual or shared writing products.Standard CC.3.5.11-12.F Analyze the author's spurpose in a resting an explanation, describing a procedurePRODUCTION & DISTRIBUTION OF WRITING GRADES 9.10Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text in systal form (e.g. a table or chart).Produce clear and coherent writingappropriate to tak, purpose, and audience.Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text indig support the author's claim for solving a technical problem.Standard CC.3.6.9-10 D Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.G. Translate technical information expressed in a text indig support the author's claim for solving a technical problem.Standard CC.3.6.1-11 Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. <th>GRADES 11-12</th> <th></th> | GRADES 11-12 | |
| Determine the meaning of sympols, key terms, and other domain specific wordspurpose and autience.Standard CC.3.5.11-12.F. Analyze the structure of the | | |
| Symbols, key terms, and other domain specific wordsStandard CC.3.5.11-12.E. the literent, to produce, publish, and update individual or shared writing products.Standard CC.3.5.11-12.F text.Analyze the structure of the relationships among concepts in a text.Use technology, including the internet, to produce, publish, and updateAnalyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEASPRODUCTION & WRITING GRADES 9-10 writingappropriate to taskadard CC.3.6.11-12 CTranslate quantitative or technical information expressed in a text into suport the author's claim for solving a textinical problem.Standard CC.3.6.11-12 CStandard CC.3.5.9-10.H. suppos, rate and othered writingappropriate to task ster ensoning in a text into suport the author's claim for solving a text into suport the author's claim for solving a text to the support solving a text to those from other sources, etcStandard CC.3.5.9-10.L translate quantitative or technical information expressed in a text to translate quantitative or technical information resolving a text to suport the author's claim for solving a text to those from other sources, etcStandard CC.3.5.9-10.L translate quantities technology, including the internet, to produce, publish, and update | | |
| Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.Use technology, including the Internet, to produce, produces.Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedureUse technology, including the Internet, to produce, produces.INTEGRATE KNOWLEDGEV IDEASGRADES 9-10 Standard CC.3.5.9-10.G.WRITING GRADES 11-12Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text to subjor at technical problem.Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience.Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text to subjor at technical problem.Standard CC.3.6.10-11 12.D.Develop and strengthen writing as needed by planning, revising. editing, rewriting, solving at technical problem.Standard CC.3.5.9-10.I. Translate quantical to or technical subjor at technical problem.Standard CC.3.6.11-12 tasker terasoning in a text to support the author's claim for solving at technical problem.Standard CC.3.5.9-10.I. Standard CC.3.5.9-10.I.Cousing on addressing what is most significant for audience.Compare and contrast findings presented in a text to those from other sources, etcCC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update | | |
| Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing a explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or char). Standard CC.3.5.9-10.I. Standard CC.3.5.9-1 | | |
| relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or char). Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10.I Standard CC.3.5.9-10. | | |
| text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text in visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 DECAS | | |
| Standard CC.3.5.11-12.FProduces.Analyze the author's purpose in providing an explanation, describing a procedureBODUCTION & DISTRIBUTION OF WRITINGINTEGRATE KNOWLEDGE/ IDEASGRADES 1-12Standard CC.3.5.9-10Standard CC.3.6.11-12 CProduce clear and coherent writingappropriate to task, purpose, and audience.Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.5.9-10.H.Assess the reasoning in a text to support the author's claim for solving a technical problem.Standard CC.3.5.9-10 DCompare and contrast findings presented in a text to those from other sources, etcor trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ IDEASUse technology, including the Internet, to produce, publish, and update | | |
| Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.6.11- 12.D.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.3.6.11-12.E.Use technology, including the Internet, to produce, etcu- | | - |
| providing an explanation, describing a procedureWRTTINGINTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ IDEASGRADES 9-10GRADES 9-10Standard CC.3.5.9-10.G.Produce clear and coherent writingappropriate to task, purpose, and audience.Translate quantitative or technical information expressed in a text inti- visual form (e.g. a table or chart).Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.6.9-10 DAssess the reasoning in a text to support the author's claim for solving a technical problem.strengthen writing as revising, editing, rewriting, or trying a new approach, for using on addressing what is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Intreet, to produce, publish, and update | | |
| describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text intov visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10.I. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 | | |
| INTEGRATE KNOWLEDGE/ IDEASStandard CC.3.6.11-12 CProduce clear and coherent writingappropriate to task, purpose, and audience.Standard CC.3.5.9-10.G.Translate quantitative or technical information expressed in a text int visual form (e.g. a table or chart).Standard CC.3.5.9-10.H.Standard CC.3.5.9-10.H.Assess the reasoning in a text to support the author's claim for solving a technical problem.Standard CC.3.5.9-10.I.Compare and contrast findings presented in a text to those from other sources, etcINTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ IDEASGRADES 11-12 | | |
| IDEASProduce clear and coherent writingappropriate to task, purpose, and audience.GRADES 9-10Standard CC.3.5.9-10.G.Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.6.9-10 DAssess the reasoning in a text to support the author's claim for solving a technical problem.strengthen writing as needed by planning, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Standard CC.3.5.9-10.I.Compare and contrast findings presented in a text to those from other sources, etcWhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update | | |
| GRADES 9-10writingappropriate to task, purpose, and audience.Standard CC.3.5.9-10.G.Translate quantitative or technical information expressed in a text in visual form (e.g. a table or chart).Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.5.9-10.H.Standard CC.3.6.1- 12.D.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Standard CC.3.5.9-10.I.Compare and contrast findings presented in a text to those form other sources, etcor trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12CC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | |
| Standard CC.3.5.9-10.G.task, purpose, and audience.Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).Standard CC.3.6.9-10 DStandard CC.3.5.9-10.H.Standard CC.3.5.9-10.H.Assess the reasoning in a text to support the author's claim for solving a technical problem.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.INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12CC.3.6.11-12.E. Use technology, including the Internet, to produce, publish, and update | | |
| information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 IDEAS | | |
| visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author's claim for solving a technical problem. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. Standard CC.3.5.9-10.H. Compare and contrast findings presented in a text to those from other sources, etc INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.5.9-10.H. Standard | | Standard CC.3.6.9-10 D |
| Standard CC.3.5.9-10.H.Strengthen writing as needed by planning, revising, ewriting, or trying a technical problem.needed by planning, revising, ewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.Compare and contrast findings presented in a text to those from other sources, etcwhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | |
| Assess the reasoning in a text to support the author's claim for solving a technical problem. or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 BUTH OF THE COMPARENT OF THE COMPARENT OF THE COMPARENT OF THE COMPARENT Standard CC.3.5.9-10.I. or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | |
| support the author's claim for solving a technical problem.revising, editing, rewriting, or trying a new approach, focusing on addressingStandard CC.3.5.9-10.I.or trying a new approach, focusing on addressingCompare and contrast findings presented in a text to those from other sources, etcwhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12CC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | |
| solving a technical problem.or trying a new approach, focusing on addressingStandard CC.3.5.9-10.I.or trying a new approach, focusing on addressingCompare and contrast findings presented in a text to those from other sources, etcwhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | |
| Standard CC.3.5.9-10.I.focusing on addressing what is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASINTEGRATE KNOWLEDGE/ Internet, to produce, publish, and updateCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | |
| Compare and contrast findings presented in a text to those from other sources, etcwhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12CC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | o 1 | |
| presented in a text to those from other sources, etca specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | what is most significant for |
| other sources, etcaudience.INTEGRATE KNOWLEDGE/CC.3.6.11-12.E.UseIDEASInternet, to produce,GRADES 11-12publish, and update | | |
| INTEGRATE KNOWLEDGE/ IDEAStechnology, including the Internet, to produce, publish, and update | - | |
| GRADES 11-12 Internet, to produce, publish, and update | | |
| GRADES 11-12 publish, and update | | |
| Standard CC.3.5.11-12.G. | GRADES 11-12 | |
| | Standard CC.3.5.11-12.G. | |

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

| 500 | ANATOMY AND PHYSIOLOGY. | | | Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc. |
|--|--|--|---|---|
| 501 502 503 504 505 506 507 508 | Identify parts, names, shapes, and surfaces of teeth. RESERVED Identify basic head and neck anatomy. Describe disturbances in dental development. Identify landmarks and structures of the face. Identify landmarks, structures, and normal tissues of the mouth. Identify primary and permanent teeth - arches/types. Use Universal, Palmer, and FDI Designation Systems for permanent and primary teeth. | CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | KEY IDEAS/DETAILSGRADES 9-10Standard CC.3.5.9-10.A.Cite specific textual evidence, etcStandard CC.3.5.9-10BDetermine the central ideas or conclusions of a text, etcStandard CC.3.5.9-10.CFollow precisely a complex multistep procedure, etcKEY IDEAS/DETAILSGRADES 11-12Standard CC.3.5.11-12ACite specific textual evidence, etcStandard CC.3.5.11-12.B.Determine the central ideas or conclusions of a text, etcStandard CC.3.5.11-12.C.Follow precisely a complex multistep procedure, etcStandard CC.3.5.11-12.C.Follow precisely a complex multistep procedure, etcCRAFT & STRUCTURE GRADES 9-10Standard CC.3.5.9-10.D.Determine the meaning of symbols, key terms, and other | TEXT TYPES AND PURPOSEGRADES 9-10Standard CC.3.6.9-10.AWrite arguments focused on discipline specific content.Standard CC.3.6.9-10.BWrite informative or explanatory texts, including the narration of technical processes, etc.TEXT TYPES AND PURPOSEGRADES 11-12Standard CC.3.6.11-12.AWrite arguments focused on discipline specific content.Standard CC.3.6.11-12.BWrite informative or explanatory texts, including the narration of technical processes, etc.PURPOSE GRADES 11-12Standard CC.3.6.11-12.BWrite informative or explanatory texts, including the narration of technical processes, etc.PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 |
| | | | domain specific words Standard CC.3.5.9-10.E | Standard CC.3.6.9-10.C |

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

| | |
|-------------------------------------|-------------------------------|
| Integrate and evaluate multiple | individual or shared writing |
| sources of information presented in | products. |
| diverse formatsto solve a | RESEARCH |
| problem. | GRADES 9-10 |
| Standard CC.3.5.11-12.H. | Standard CC.3.6.9-10.F. |
| Evaluate the hypotheses, data, | Conduct short and more |
| analysis, and conclusions in a | sustained research to |
| technical text, verifying the data | answer a question or solve |
| when possible. | a problem. |
| Standard CC.3.5.11-12.I. | Standard CC.3.6.9- |
| Synthesize information from a | 10.G .Gather relevant |
| range of sources into a coherent | information from multiple |
| understanding. | authoritative print and |
| RANGE OF READING | digital sources, following a |
| GRADES 9-10 and 11-12 | standard format for citation. |
| Standard CC.3.5.9-10.J AND | Standard CC.3.6.9-10.H. |
| Standard CC.3.5.11-12.J. | Draw evidence from |
| By the end of grades 9- 10, AND | informational texts to |
| 11-12, read and comprehend | support analysis, reflection, |
| technical texts independently and | and research. |
| proficiently. | RESEARCH |
| pronoronary. | GRADES 11-12 |
| | Standard CC.3.6.11-12.F. |
| | Conduct short and more |
| | sustained research to |
| | answer a question or solve |
| | a problem. |
| | Standard CC.3.6.11- |
| | 12.G.Gather relevant |
| | information from multiple |
| | authoritative print and |
| | digital sources, following a |
| | standard format for citation. |
| | Standard CC.3.6.11-12.H. |
| | Draw evidence from |
| | informational texts to |
| | support analysis, reflection, |
| | and research. |
| | RANGE OF WRITING |
| | GRADES 9-12 |
| | 1 |

| 600 OFFICE PROCEDURES. 601 Demonstrate the use of dental software system. 602 Maintain inventory system. 603 Process insurance claims. | <u>CLUSTER</u> : Health Sciences Careers | KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. | Standard CC.3.5.9-10.IAND Standard CC.3.5.11-12.I.Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc.TEXT TYPES AND PURPOSE GRADES 9-10 | STANDARD 2.1.HS.F.2 Apply properties of rational and irrational |
|--|--|---|--|--|
| 604 RESERVED 605 Preparing and maintaining patient's file/ file systems. 606 RESERVED 607 Use written and verbal communication. 608 Schedule and maintain appointment book/daily schedule. | (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text, etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words | Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C | numbers to solve real world or mathematical problems. STANDARD 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. STANDARD 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. STANDARD 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. |

| Analyze the structure of the relationships among concepts in a bit text, etc.Produce clear and coherent withing_appropriate to task, purpose, and audience.Standard CC.3.5.9-10FStandard CC.3.5.9-10FStandard CC.3.5.9-10FAmiyze the author's purpose in provising a procedure (CRAFT & STRUCTURE)Develop and strengthen withing, an encoded by phaning, revising, strings a need develop and strengthen withing.CRAFT & STRUCTURE (CRAFT & STRUCTURE)Develop and strengthen withing, an encoded by phaning, revising, strings a need develop and strengthen withing.Determine the meaning of symbols, key terms, and operative domain specific worksStandard CC.3.5.11-2.0 strainfort for a specific significant for a specific significant for a specific significant for a specific significant for a specific publish, and update individual or shander text.Standard CC.3.5.11-2.1F DeCASRADize the author's purpose in providing a needlation describing a procedure text.ThrTEGRAFT ENOWLEDEGT DECASProduce clear and coherent with and update information expressed in a text to the solving a text to the specific text, purpose, and audience.Standard CC.3.5.9.10.1 Standard | | | |
|--|--|--|--|
| Standard CC.3.59-10.FStandard CC.3.69-10.DAnalyze the author's purpose in providing an explanation, describing a procedureDevelop and strengthen writing as needed by planning.revsing, editing, erwriting or trying a needed approach, focating on addressring what is most significant for a specific purpose and audience.Standard CC.3.511-12.F. Determine the meaning of symbolis, key terms, and other domain specific wordsStandard CC.3.511-12.F. Poblish, and update individual or shared writing produce.Analyze the structure of the or poblish, and update individual or shared writing produce.Standard CC.3.511-12.F. POBLICTION & Distribution of space deviceStandard CC.3.511-12.F. Analyze the structure of the produce.RODUCTION & Standard CC.3.511-12.F. PRODUCTION & Standard CC.3.511-12.F. PRODUCTION S Distribution of space deviceStandard CC.3.59-10.LTHEGRATE KNOWLEDGE/ tivisal form (e.g. a table or charli- significant for a space deviceStandard CC.3.59-10.G.Translate quantinative or technical information expressed in a taxt or standard CC.3.59-10.L.Standard CC.3.59-10.LStandard CC.3.59-10.L <td< th=""><th>relationships among concepts in a</th><th>writingappropriate to</th><th></th></td<> | relationships among concepts in a | writingappropriate to | |
| Analyze the authory suppose in providing an explanation describing a procedureDevelop and strengthen writing, a needed by planning, revising, of trying a new approach, focusing on addressing what is most significant for a specific parpose and addresce.Develop and strengthen writing, a needed by planning, revising, of trying a new approach, focusing on addressing what is most significant for a specific parpose and addresce.Develop and strengthen writing, a new approach, focusing on addressing what is most significant for a specific parpose and addresce.Standard CC.3.5.11-12.B. Analyze the structure of the relationships among concepts in a text.Standard CC.3.5.11-12.F. Analyze the structure of the relationships among concepts in a text.Standard CC.3.5.11-12.F. PRODUCTION OF WRITINGRODUCTION SC Standard CC.3.5.9-10.G.RADES 11-12Standard CC.3.6.9-10.E.Standard CC.3.5.9-10.G.Standard CC.3.5.9-10.G. Standard CC.3.5.9-10.G.Standard CC.3.6.9-10.D.Standard CC.3.5.9-10.G.Standard CC.3.5.9-10.G. suppose, and audience.Standard CC.3.5.9-10.G. strengthen writing as strengthen writing a new approach, focusing an avalation, strengthen writing a new approach, focusing an avalation, strengthen writing a new approach, focusing an awale available.Standard CC.3.5.9-10.H. support the autor's elaim for solving a letchnicial problem.Standard CC.3.5.9-10.H. strengthen writing a strengthen writing a secient for solving a new approach, focusing on addressing or trying a new approach, focusing an awale available.Standard CC.3.5.9-10.H. support the autor's elaim for solving a letchnicial problem.Standard CC.3.5.9-1 | · · · · · · · · · · · · · · · · · · · | | |
| providing an explanation, describing a procedure GRADES 11-12writing is needed by describing a procedure (RADES 11-12)Standard CC.3.5.11-12.F. domain specific wordsaddressing what is most significant for a specific purpose and audience. Standard CC.3.5.11-12.F. the Internet, to produce, purble, hauting the the Internet, to produce, the Internet, Internet, the Internet, Internet, the Internet, Internet, to produce, the Internet, Internet, to produce, the Internet, Internet, Internet, to produce, the Internet, Internet, Internet, to produce, the Internet, Internet, to produce, the Internet, | Standard CC.3.5.9-10.F | Standard CC.3.6.9-10 D | |
| support the author's claim for solving a technical problem.revising, editing, rewriting, or trying a new approach, focusing on addressingStandard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etcfocusing on addressingINTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12CC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure CRAFT & STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F Analyze the author's purpose in providing an explanation, describing a procedure INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. | writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Use technology, including the Internet, to produce, publish, and update individual or shared writing products. PRODUCTION & DISTRIBUTION OF WRITING GRADES 11-12 Standard CC.3.6.11-12 C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.11- 12.D.Develop and strengthen writing as | |
| Standard CC.3.5.9-10.I.focusing on addressing what is most significant for a specific purpose and audience.Compare and contrast findings presented in a text to those from other sources, etcwhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | support the author's claim for | needed by planning, revising, editing, rewriting, | |
| Compare and contrast findings presented in a text to those from other sources, etcwhat is most significant for a specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | č 1 | | |
| compare and contrast miningsa specific purpose and audience.presented in a text to those from other sources, etca specific purpose and audience.INTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | | |
| presented in a text to those from other sources, etcaudience.INTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | | | |
| INTEGRATE KNOWLEDGE/ IDEASCC.3.6.11-12.E.Use technology, including the Internet, to produce, publish, and update | * | | |
| INTEGRATE KNOWLEDGE/ IDEAStechnology, including the Internet, to produce, publish, and update | , | | |
| GRADES 11-12 Internet, to produce, publish, and update | | | |
| GRADES 11-12 publish, and update | | | |
| Standard CC.3.5.11-12.G. | | | |
| | Standard CC.3.5.11-12.G. | | |

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

| 700 | PHARMACOLOGY. | | | Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc. |
|-------------|--|--|--|--|
| 701 702 703 | Describe methods of pain, anxiety control, and pre- meds used in dentistry. Use Physician's Desk Reference (PDR) as a resource. Recognize pharmacology terms and abbreviations, related to the field of dentistry. | CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text, etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12.A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other | TEXT TYPES AND PURPOSE GRADES 9-10Standard CC.3.6.9-10.AWrite arguments focused on discipline specific content.Standard CC.3.6.9-10.BWrite informative or explanatory texts, including the narration of technical processes, etc.TEXT TYPES AND PURPOSE GRADES 11-12Standard CC.3.6.11-12.AWrite arguments focused on discipline specific content.Standard CC.3.6.11-12.BWrite informative or explanatory texts, including the narration of technical processes, etc.FRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 |
| | | | domain specific words Standard CC.3.5.9-10.E | Standard CC.3.6.9-10.C |

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

| | |
|-------------------------------------|--|
| Integrate and evaluate multiple | individual or shared writing |
| sources of information presented in | products. |
| diverse formatsto solve a | RESEARCH |
| problem. | GRADES 9-10 |
| Standard CC.3.5.11-12.H. | Standard CC.3.6.9-10.F. |
| Evaluate the hypotheses, data, | Conduct short and more |
| analysis, and conclusions in a | sustained research to |
| technical text, verifying the data | answer a question or solve |
| when possible. | a problem. |
| Standard CC.3.5.11-12.I. | Standard CC.3.6.9- |
| Synthesize information from a | 10.G .Gather relevant |
| range of sources into a coherent | information from multiple |
| understanding. | authoritative print and |
| RANGE OF READING | digital sources, following a |
| GRADES 9-10 and 11-12 | standard format for citation. |
| Standard CC.3.5.9-10.J AND | Standard CC.3.6.9-10.H. |
| Standard CC.3.5.11-12.J. | Draw evidence from |
| By the end of grades 9-10, AND | informational texts to |
| 11-12, read and comprehend | support analysis, reflection, |
| technical texts independently and | and research. |
| proficiently. | RESEARCH |
| | GRADES 11-12 |
| | Standard CC.3.6.11-12.F. |
| | Conduct short and more |
| | sustained research to |
| | answer a question or solve |
| | a problem. |
| | Standard CC.3.6.11- |
| | 12.G. Gather relevant |
| | information from multiple |
| | authoritative print and digital sources, following a |
| | standard format for citation. |
| | Standard CC.3.6.11-12.H. |
| | Draw evidence from |
| | informational texts to |
| | support analysis, reflection, |
| | and research. |
| | RANGE OF WRITING |
| | GRADES 9-12 |
| | GRADES 7-12 |

| 800 801 | RADIOLOGY SKILLS. Discuss history of dental radiology. | CLUSTER: | KEY IDEAS/DETAILS | Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc. |
|-------------------|--|--|---|---|
| 802 | Follow safety measures for exposing dental | Health Sciences | GRADES 9-10 | PURPOSE |
| | radiographs. | Careers | Standard CC.3.5.9-10.A. | GRADES 9-10 |
| 803 | Position patient and select accessories for | (Choose Standards) | Cite specific textual evidence, | Standard CC.3.6.9-10.A |
| 804 | radiographic technique. RESERVED | 1-2-3-4-5-6 | etc | Write arguments focused on discipline specific |
| 804 805 | Select film size appropriate for patient's mouth. | DATINI ANG | Standard CC.3.5.9-10B | on discipline specific content. |
| 805 | Describe proper storage of unexposed radiographic | PATHWAYS INCLUDE | Determine the central ideas or conclusions of a text, etc | Standard CC.3.6.9-10.B |
| 500 | film. | Search ONET and | Standard CC.3.5.9-10.C | Write informative or |
| 807 | Expose intra-oral radiographs using long-cone paralleling technique. | other resources to locate pathways in | Follow precisely a complex multistep procedure, etc | explanatory texts, including the narration of technical |
| 808 | Develop radiographs. | Health Sciences. | KEY IDEAS/DETAILS | processes, etc. |
| 809 | Mount full-mouth series of radiographs. | (Select Standards following research.) | GRADES 11-12 | TEXT TYPES AND PURPOSE |
| 810 | Maintain radiographic records. | ionowing tesearch.) | Standard CC.3.5.11-12A | GRADES 11-12 |
| 811 | Duplicate dental radiographs. | | Cite specific textual evidence, | Standard CC.3.6.11-12.A |
| 812 | Identify normal radiographic landmarks of the teeth and jaws. | | etc Standard CC.3.5.11-12.B. | Write arguments focused |
| 813 | Evaluate dental radiographs for diagnostic quality. | | Determine the central ideas or | on discipline specific |
| 814 | Expose an intra-oral maxillary and mandibular | | conclusions of a text, etc | content. Standard CC.3.6.11-12.B |
| | anterior and posterior occlusal radiograph. | | Standard CC.3.5.11-12.C. | Write informative or |
| 815 | RESERVED | | Follow precisely a complex | explanatory texts, including |
| 816 | Expose a panoramic radiograph. | | multistep procedure, etc | the narration of technical |
| 817 | Expose students to computerized digital radiography. | | CRAFT & STRUCTURE GRADES 9-10 | processes, etc. |
| 818 | Describe the properties of dental radiation. | | Standard CC.3.5.9-10.D. | PRODUCTION & DISTRIBUTION OF |
| 819 | Discuss/Expose intra-oral radiographs using long- | | Determine the meaning of | WRITING |
| | cone bi-secting technique. | | symbols, key terms, and other | GRADES 9-10 |
| | | | domain specific words | Standard CC.3.6.9-10.C |
| | | | Standard CC.3.5.9-10.E | |

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

| | evaluate multiple | update individual or shared | |
|-----------------|-----------------------|--|--|
| | ormation presented in | writing products. | |
| diverse format | sto solve a | RESEARCH | |
| problem. | | GRADES 9-10 | |
| Standard CC. | .3.5.11-12.Н. | Standard CC.3.6.9-10.F. | |
| Evaluate the h | ypotheses, data, | Conduct short and more | |
| | conclusions in a | sustained research to | |
| | verifying the data | answer a question or solve | |
| when possible. | | a problem. | |
| Standard CC. | .3.5.11-12.I. | Standard CC.3.6.9- | |
| Synthesize info | ormation from a | 10.G.Gather relevant | |
| | es into a coherent | information from multiple | |
| understanding. | | authoritative print and | |
| RANGE OF I | READING | digital sources, following a | |
| GRADES 9-1 | 0 and 11-12 | standard format for citation. | |
| Standard CC. | .3.5.9-10.J AND | Standard CC.3.6.9-10.H. | |
| Standard CC. | .3.5.11-12.J. | Draw evidence from | |
| By the end of | grades 9- 10, AND | informational texts to | |
| 11-12, read and | | support analysis, reflection, | |
| | independently and | and research. | |
| proficiently. | | RESEARCH | |
| | | GRADES 11-12 | |
| | | Standard CC.3.6.11-12.F. | |
| | | Conduct short and more | |
| | | sustained research to | |
| | | answer a question or solve | |
| | | a problem. | |
| | | Standard CC.3.6.11- | |
| | | 12.G .Gather relevant | |
| | | information from multiple | |
| | | authoritative print and digital sources, following a | |
| | | standard format for citation. | |
| | | Standard CC.3.6.11-12.H. | |
| | | Draw evidence from | |
| | | informational texts to | |
| | | support analysis, reflection, | |
| | | and research. | |
| | | RANGE OF WRITING | |
| | | GRADES 9-12 | |
| | | GRADES 7-12 | |

| 900 | OPERATIVE DENTISTRY (CHAIR SIDE DENTISTRY). | | | Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc. | |
|-----|--|--|--|--|--|
| 901 | Seat/dismiss a patient, including special needs and elderly. | CLUSTER: Health Sciences | KEY IDEAS/DETAILS GRADES 9-10 | TEXT TYPES AND PURPOSE GRADES 9-10 | |
| 902 | Prepare and set up examination tray. | Careers | Standard CC.3.5.9-10.A. | Standard CC.3.6.9-10.A | |
| 903 | Record and chart oral conditions. | (Choose Standards) | Cite specific textual evidence, | Write arguments focused | |
| 904 | RESERVED | 1-2-3-4-5-6 | etc | on discipline specific content. | |
| 905 | Take and record patient's dental/medical histories and vital signs. | PATHWAYS | Standard CC.3.5.9-10B Determine the central ideas or | Standard CC.3.6.9-10.B | |
| 906 | Prepare oral prophylaxis tray. | INCLUDE | conclusions of a text, etc | Write informative or | |
| 907 | Transfer instruments for four-handed dentistry. | Search ONET and | Standard CC.3.5.9-10.C | explanatory texts, including the narration of technical | |
| 908 | Evacuate oral cavity. | other resources to | Follow precisely a complex | processes, etc. | |
| 909 | Identify various types of dental hand instruments. | locate pathways in Health Sciences. | multistep procedure, etc | TEXT TYPES AND | |
| 910 | Prepare set up and assist with administration of topical and local anesthesia. | (Select Standards | KEY IDEAS/DETAILS GRADES 11-12 | PURPOSE | |
| 911 | Prepare set up and assist with applying and removal of rubber dam. | following research.) | Standard CC.3.5.11-12A Cite specific textual evidence, | GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused | |
| 912 | Identify/change burs in low and high-speed hand pieces. | | etc Standard CC.3.5.11-12.B. | on discipline specific content. | |
| 913 | Prepare tofflemire matrix band. | | Determine the central ideas or | Standard CC.3.6.11-12.B | |
| 914 | Prepare set up and assist with amalgam restoration. | | conclusions of a text, etc | Write informative or | |
| 915 | Prepare set up and assist with composite/resin restoration. | | Standard CC.3.5.11-12.C. Follow precisely a complex | explanatory texts, including the narration of technical | |
| 916 | Prepare set up and assist with pit and fissure sealants. | | multistep procedure, etc CRAFT & STRUCTURE | processes, etc. PRODUCTION & | |
| 917 | Prepare set up for whitening procedures and give patient instructions. | | GRADES 9-10 | DISTRIBUTION OF WRITING | |
| 918 | Provide patients with preventative dentistry | | Standard CC.3.5.9-10.D. Determine the meaning of | GRADES 9-10 | |
| | information and techniques. | | symbols, key terms, and other | Standard CC.3.6.9-10.C | |
| | | | domain specific words | Produce clear and coherent | |
| | | | Standard CC.3.5.9-10.E | writingappropriate to task, purpose, and audience. | |

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

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

| | | | | range of tasks, purposes and audiencesetc. | |
|--------------|--|--|--|---|--|
| 1000 | DENTAL MATERIALS. | | | | |
| 1003 1004 | Mix and prepare various dental cements. Prepare set up for and take alginate impressions of the maxillary and mandibular arches. Mix/prepare various dental liners and desensitizing materials. Mix/prepare various dental bases. Mix/prepare various elastomeric materials. | CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text, etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12.A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Analyze the author's purpose in providing a procedure | TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writingappropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new | STANDARD 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems. STANDARD 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems. STANDARD 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. STANDARD 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers. |

| | |
|--------------------------------------|---|
| CRAFT & STRUCTURE | approach, focusing on |
| GRADES 11-12 | addressing what is most |
| Standard CC.3.5.11-12.D. | significant for a specific |
| Determine the meaning of | purpose and audience. |
| symbols, key terms, and other | Standard CC.3.6.9-10.E |
| domain specific words | Use technology, including |
| Standard CC.3.5.11-12.E. | the Internet, to produce, |
| Analyze the structure of the | publish, and update |
| relationships among concepts in a | individual or shared writing |
| text. | products. |
| Standard CC.3.5.11-12.F | PRODUCTION & DISTRIBUTION OF |
| Analyze the author's purpose in | WRITING |
| providing an explanation, | GRADES 11-12 |
| describing a procedure | |
| INTEGRATE KNOWLEDGE/ | Standard CC.3.6.11-12 C |
| IDEAS | Produce clear and coherent |
| GRADES 9-10 | writingappropriate to task, purpose, and audience. |
| Standard CC.3.5.9-10.G. | Standard CC.3.6.9-10 D |
| Translate quantitative or technical | |
| information expressed in a text into | Standard CC.3.6.11- 12.D.Develop and |
| visual form (e.g. a table or chart). | strengthen writing as |
| Standard CC.3.5.9-10.H. | needed by planning, |
| Assess the reasoning in a text to | revising, editing, rewriting, |
| support the author's claim for | or trying a new approach, |
| solving a technical problem. | focusing on addressing |
| Standard CC.3.5.9-10.I. | what is most significant for |
| Compare and contrast findings | a specific purpose and |
| presented in a text to those from | audience. |
| other sources, etc | Standard CC.3.6.11- |
| INTEGRATE KNOWLEDGE/ | 12.E . Use technology, |
| IDEAS | including the Internet, to produce, publish, and |
| GRADES 11-12 | update individual or shared |
| Standard CC.3.5.11-12.G. | writing products. |
| Integrate and evaluate multiple | RESEARCH |
| sources of information presented in | GRADES 9-10 |
| diverse formatsto solve a | |
| problem. | Standard CC.3.6.9-10.F. Conduct short and more |
| Standard CC.3.5.11-12.H. | sustained research to |
| Evaluate the hypotheses, data, | answer a question or solve |
| analysis, and conclusions in a | a problem. |
| l | - r |

| | | technical text, verifying the data when possible. Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently. | Standard CC.3.6.9-10.G.Gather relevantinformation from multipleauthoritative print anddigital sources, following astandard format for citation.Standard CC.3.6.9-10.H.Draw evidence frominformational texts tosupport analysis, reflection,and research.RESEARCHGRADES 11-12Standard CC.3.6.11-12.F.Conduct short and moresustained research toanswer a question or solvea problem.Standard CC.3.6.11-12.G.Gather relevantinformation from multipleauthoritative print anddigital sources, following astandard format for citation.Standard CC.3.6.11-12.H.Draw evidence frominformational texts tosupport analysis, reflection,and research.RANGE OF WRITINGGRADES 9-12Standard CC.3.5.9-10.IAND Standard CC.3.5.11-12.I.Write routinely overextended time frames andshorter time frames for arange of tasks, purposesand audiencesetc. |
|---|----------|---|--|
| 1100 DENTAL LABORATORY PROCEDURES. 1101 Pour maxillary and mandibular alginate impression | CLUSTER: | KFV IDFAS/DFTAILS | TEXT TYPES AND |
| 1101 Pour maxillary and mandibular alginate impression with gypsum product. | CLUSTER: | KEY IDEAS/DETAILS | TEXT TYPES AND PURPOSE |

| 1102 Trim a maxillary and mandibular study cast. | Health Sciences | GRADES 9-10 | GRADES 9-10 |
|--|--|---|--|
| 1103 Construct an upper and lower custom tray. | Careers | Standard CC.3.5.9-10.A. | Standard CC.3.6.9-10.A |
| 1104 RESERVED | (Choose Standards) | Cite specific textual evidence, | Write arguments focused |
| 1105 RESERVED | 1-2-3-4-5-6 | etc | on discipline specific |
| 1106 Fabricate a temporary crown/provisional. | | Standard CC.3.5.9-10B | content. |
| 1107 Fabricate a bleaching tray. | PATHWAYS | Determine the central ideas or | Standard CC.3.6.9-10.B |
| | INCLUDE | conclusions of a text, etc | Write informative or |
| | Search ONET and | Standard CC.3.5.9-10.C | explanatory texts, including |
| | other resources to | Follow precisely a complex | the narration of technical processes, etc. |
| | locate pathways in Health Sciences. | multistep procedure, etc | TEXT TYPES AND |
| | (Select Standards | KEY IDEAS/DETAILS | PURPOSE |
| | following research.) | GRADES 11-12 | GRADES 11-12 |
| | | Standard CC.3.5.11-12A | Standard CC.3.6.11-12.A |
| | | Cite specific textual evidence, | Write arguments focused |
| | | etc Standard CC.3.5.11-12.B. | on discipline specific |
| | | Determine the central ideas or | content. |
| | | conclusions of a text, etc | Standard CC.3.6.11-12.B |
| | | Standard CC.3.5.11-12.C. | Write informative or |
| | | Follow precisely a complex | explanatory texts, including the narration of technical |
| | | multistep procedure, etc | processes, etc. |
| | | CRAFT & STRUCTURE | PRODUCTION & |
| | | GRADES 9-10 | DISTRIBUTION OF |
| | | Standard CC.3.5.9-10.D. | WRITING |
| | | Determine the meaning of | GRADES 9-10 |
| | | symbols, key terms, and other | Standard CC.3.6.9-10.C |
| | | domain specific words | Produce clear and coherent |
| | | Standard CC.3.5.9-10.E | writingappropriate to |
| | | Analyze the structure of the | task, purpose, and audience. |
| | | relationships among concepts in a | Standard CC.3.6.9-10 D |
| | | text, etc. | Develop and strengthen |
| | | Standard CC.3.5.9-10.F | writing as needed by planning, revising, editing, |
| | | Analyze the author's purpose in providing an explanation, | rewriting, or trying a new |
| | | describing a procedure | approach, focusing on |
| | | CRAFT & STRUCTURE | addressing what is most |
| | | GRADES 11-12 | significant for a specific |
| | | Standard CC.3.5.11-12.D. | purpose and audience. |
| | | Determine the meaning of | Standard CC.3.6.9-10.E |

| 1 | |
|--------------------------------------|---|
| symbols, key terms, and other | Use technology, including |
| domain specific words | the Internet, to produce, |
| Standard CC.3.5.11-12.E. | publish, and update |
| Analyze the structure of the | individual or shared writing |
| relationships among concepts in a | products. |
| text. | PRODUCTION & |
| Standard CC.3.5.11-12.F | DISTRIBUTION OF WRITING |
| Analyze the author's purpose in | GRADES 11-12 |
| providing an explanation, | |
| describing a procedure | Standard CC.3.6.11-12 C |
| INTEGRATE KNOWLEDGE/ | Produce clear and coherent |
| IDEAS | writingappropriate to |
| GRADES 9-10 | task, purpose, and audience. |
| Standard CC.3.5.9-10.G. | Standard CC.3.6.9-10 D |
| Translate quantitative or technical | Standard CC.3.6.11- |
| information expressed in a text into | 12.D .Develop and strengthen writing as |
| visual form (e.g. a table or chart). | needed by planning, |
| Standard CC.3.5.9-10.H. | revising, editing, rewriting, |
| Assess the reasoning in a text to | or trying a new approach, |
| support the author's claim for | focusing on addressing |
| solving a technical problem. | what is most significant for |
| Standard CC.3.5.9-10.I. | a specific purpose and |
| Compare and contrast findings | audience. |
| presented in a text to those from | Standard CC.3.6.11- |
| other sources, etc | 12.E .Use technology, |
| INTEGRATE KNOWLEDGE/ | including the Internet, to |
| IDEAS | produce, publish, and |
| GRADES 11-12 | update individual or shared writing products. |
| Standard CC.3.5.11-12.G. | RESEARCH |
| Integrate and evaluate multiple | |
| sources of information presented in | GRADES 9-10 |
| diverse formatsto solve a | Standard CC.3.6.9-10.F. |
| problem. | Conduct short and more |
| Standard CC.3.5.11-12.H. | sustained research to answer a question or solve |
| Evaluate the hypotheses, data, | a problem. |
| analysis, and conclusions in a | Standard CC.3.6.9- |
| technical text, verifying the data | 10.G .Gather relevant |
| when possible. | information from multiple |
| Standard CC.3.5.11-12.I. | authoritative print and |
| 1 | ····· · · · · · · · · · · · · · · · · |

| 1200 ORAL SURGERY. | | Synthesize information from a range of sources into a coherent understanding. RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently. | digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11- 12.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc. | |
|--|---|---|--|--|
| 1200 OKAL SOKOEKT. 1201 Prepare set ups for various oral surgical procedures. | CLUSTER: | KEY IDEAS/DETAILS | TEXT TYPES AND | |
| 1201 Triplate set ups for various of a surgical procedures.1202 Explain pre-operative and post-operative procedures to patient. | Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 | GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc | PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A | |

| | | Standard CC.3.5.9-10B | Write arguments focused |
|-----|---------------------------------------|--|--|
| | ATHWAYS | Determine the central ideas or | on discipline specific content. |
| | NCLUDE | conclusions of a text, etc | Standard CC.3.6.9-10.B |
| | earch ONET and | Standard CC.3.5.9-10.C | |
| | ther resources to cate pathways in | Follow precisely a complex | Write informative or explanatory texts, including |
| | lealth Sciences. | multistep procedure, etc | the narration of technical |
| | Select Standards | KEY IDEAS/DETAILS | processes, etc. |
| fol | ollowing research.) | GRADES 11-12 | TEXT TYPES AND |
| | | Standard CC.3.5.11-12A | PURPOSE |
| | | Cite specific textual evidence, etc | GRADES 11-12 |
| | | Standard CC.3.5.11-12.B. | Standard CC.3.6.11-12.A |
| | | Determine the central ideas or | Write arguments focused |
| | | conclusions of a text, etc | on discipline specific |
| | | Standard CC.3.5.11-12.C. | content. |
| | | Follow precisely a complex | Standard CC.3.6.11-12.B |
| | | multistep procedure, etc | Write informative or explanatory texts, including |
| | | CRAFT & STRUCTURE | the narration of technical |
| | | GRADES 9-10 | processes, etc. |
| | | Standard CC.3.5.9-10.D. | PRODUCTION & |
| | | Determine the meaning of | DISTRIBUTION OF |
| | | symbols, key terms, and other | WRITING |
| | | domain specific words | GRADES 9-10 |
| | | Standard CC.3.5.9-10.E | Standard CC.3.6.9-10.C |
| | | Analyze the structure of the | Produce clear and coherent |
| | | relationships among concepts in a text, etc. | writingappropriate to task, purpose, and audience. |
| | | Standard CC.3.5.9-10.F | Standard CC.3.6.9-10 D |
| | | Analyze the author's purpose in | Develop and strengthen |
| | | providing an explanation, | writing as needed by |
| | | describing a procedure | planning, revising, editing, |
| | | CRAFT & STRUCTURE | rewriting, or trying a new |
| | | GRADES 11-12 | approach, focusing on |
| | | Standard CC.3.5.11-12.D. | addressing what is most significant for a specific |
| | | Determine the meaning of | purpose and audience. |
| | | symbols, key terms, and other | Standard CC.3.6.9-10.E |
| | | domain specific words | Use technology, including |
| | | Standard CC.3.5.11-12.E. | the Internet, to produce, |
| | | | publish, and update |

| Analyze the structure of the | individual or shared writing |
|---|--|
| relationships among concepts in a | products. |
| text. | PRODUCTION & |
| Standard CC.3.5.11-12.F | DISTRIBUTION OF |
| Analyze the author's purpose in | WRITING |
| providing an explanation, | GRADES 11-12 |
| describing a procedure | Standard CC.3.6.11-12 C |
| INTEGRATE KNOWLEDGE/ IDEAS | Produce clear and coherent |
| GRADES 9-10 | writingappropriate to task, purpose, and audience. |
| | |
| Standard CC.3.5.9-10.G. | Standard CC.3.6.9-10 D |
| Translate quantitative or technical | Standard CC.3.6.11- |
| information expressed in a text into visual form (e.g. a table or chart). | 12.D .Develop and strengthen writing as |
| Standard CC.3.5.9-10.H. | needed by planning, |
| Assess the reasoning in a text to | revising, editing, rewriting, |
| support the author's claim for | or trying a new approach, |
| solving a technical problem. | focusing on addressing |
| Standard CC.3.5.9-10.I. | what is most significant for |
| Compare and contrast findings | a specific purpose and audience. |
| presented in a text to those from | |
| other sources, etc | Standard CC.3.6.11- 12.E.Use technology, |
| INTEGRATE KNOWLEDGE/ | including the Internet, to |
| IDEAS | produce, publish, and |
| GRADES 11-12 | update individual or shared |
| Standard CC.3.5.11-12.G. | writing products. |
| Integrate and evaluate multiple | RESEARCH |
| sources of information presented in | GRADES 9-10 |
| diverse formatsto solve a | Standard CC.3.6.9-10.F. |
| problem. | Conduct short and more |
| Standard CC.3.5.11-12.H. | sustained research to |
| Evaluate the hypotheses, data, | answer a question or solve |
| analysis, and conclusions in a | a problem. |
| technical text, verifying the data when possible. | Standard CC.3.6.9- 10.G.Gather relevant |
| Standard CC.3.5.11-12.I. | information from multiple |
| | authoritative print and |
| Synthesize information from a range of sources into a coherent | digital sources, following a |
| understanding. | standard format for citation. |
| RANGE OF READING | Standard CC.3.6.9-10.H. |
| GRADES 9-10 and 11-12 | Draw evidence from |
| | |

| | | Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently. | informational texts to support analysis, reflection, and research. RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11- 12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.I AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiencesetc. |
|---|-----------------------------------|---|--|
| 1300 PERIODONTICS. 1301 Record periodontal probings and periodontal | <u>CLUSTER</u> : | KEY IDEAS/DETAILS | |
| findings.1302Provide post-operative instruction for periodontal | Health Sciences Careers | GRADES 9-10 Standard CC.3.5.9-10.A. | |
| procedures. 1303 RESERVED | (Choose Standards) 1-2-3-4-5-6 | Cite specific textual evidence, | |
| 1303 RESERVED | 1-2-3-4-3-0 | etc Standard CC.3.5.9-10B | |
| | PATHWAYS INCLUDE | Determine the central ideas or conclusions of a text, etc Standard CC.3.5.9-10.C | |

| | | Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc | |
|------|--|--|---|--|
| 1400 | PROSTHODONTICS. | | | |
| 1401 | RESERVED | CLUSTER: | KEY IDEAS/DETAILS | |
| 1402 | Identify dental instruments and describe the total | Health Sciences | GRADES 9-10 | |
| 1402 | process of providing a fixed prosthesis for a patient. Identify dental instruments and describe the total | Careers | Standard CC.3.5.9-10.C | |
| 1405 | process of providing a removable prosthesis for a patient. | (Choose Standards) 1-2-3-4-5-6 | Follow precisely a complex multistep procedure, etc | |
| 1404 | Give instructions regarding maintenance of fixed and removable prostheses. | PATHWAYS INCLUDE | KEY IDEAS/DETAILS GRADES 11-12 | |
| 1405 | Explain the concept of dental implants. | Search ONET and | Standard CC.3.5.11-12.C. | |
| | | other resources to | Follow precisely a complex | |
| | | locate pathways in Health Sciences. | multistep procedure, etc | |
| | | (Select Standards following research.) | | |
| 1500 | ENDODONTICS. | | | |
| | Prepare the set up for endodontic procedures. | CLUSTER: | KEY IDEAS/DETAILS | |
| 1502 | Describe the techniques involved in endodontic | Health Sciences | GRADES 9-10 | |
| | procedures. | Careers | Standard CC.3.5.9-10.A. | |
| | | (Choose Standards) 1-2-3-4-5-6 | Cite specific textual evidence, | |
| | | 1-2-3-4-3-0 | etc Standard CC.3.5.9-10B | |
| | | PATHWAYS | Determine the central ideas or | |
| | | INCLUDE | conclusions of a text, etc | |

| | | Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | Standard CC.3.5.9-10.CFollow precisely a complex multistep procedure, etcKEY IDEAS/DETAILS GRADES 11-12Standard CC.3.5.11-12A Cite specific textual evidence, etcStandard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text, etcStandard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc | |
|------|--|--|--|--|
| 1600 | CERTIFICATION. | | | |
| | Prepare to obtain various Dental Assistant National Board Certifications. RESERVED RESERVED | CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text, etc Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12.A Cite specific textual evidence, etc Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text, etc Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc | |

| 1700 | ORTHODONTICS. | | |
|------|---|---|--|
| 1701 | Identify various instruments, appliances, and techniques. | CLUSTER: Health Sciences Careers (Choose Standards) 1-2-3-4-5-6 | KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc |
| | | PATHWAYS INCLUDE Search ONET and other resources to locate pathways in Health Sciences. (Select Standards following research.) | Standard CC.3.5.9-10BDetermine the central ideas or conclusions of a text, etcStandard CC.3.5.9-10.CFollow precisely a complex multistep procedure, etcKEY IDEAS/DETAILS GRADES 11-12Standard CC.3.5.11-12ACite specific textual evidence, etcStandard CC.3.5.11-12.B.Determine the central ideas or conclusions of a text, etcStandard CC.3.5.11-12.C.Follow precisely a complex multistep procedure, etc |