

Deeper Learning Skills to Common Core State Standards Crosswalk
Data Tables
Decision Rules

The purpose of the crosswalk between the Common Core State Standards (CCSS) and the Deeper Learning Strategies (DLS) is to explore the full set of relationships that exist. In order to do this, a multi-dimensional coding scheme was employed that took into account the fact that the CCSS are organized around content knowledge mastery and the DLS reflect in many cases the ways that this knowledge will be taught and learned. The intent is not to “prove” that the CCSS and DLS are related because they clearly are and must be, but to think more deeply about the ways in which they are related. This is important as states and school districts, and the two consortia developing the common assessments, begin to think about how best to implement and assess the CCSS. If the relationships between CCSS and DLS are limited to content matches alone, the tendency will be to ignore or undervalue the importance of teaching and learning the CCSS at a deeper level, which will be critical both for retention of the content knowledge contained in the CCSS and for the application and use of that knowledge in more complex, authentic situations and contexts.

Note that any particular cell can be coded with one or more than one of the tags below, depending on the relationship between CCSS and DLS expressed by the intersection of the two in that particular cell.

ACR	Aligned Content Relationship	There is a direct alignment between the DLS and the CCSS; mastery of the CCSS requires the DLS	content matter in the DLS is stated in the same or equivalent terms in the CCSS
PACR	Partially Aligned Content Relationship	There is a partial direct match between the DLS and the CCSS; mastery of the CCSS requires the DLS, but the DLS alone is not sufficient for mastery of the CCSS	content matter in the CCSS is, as part of a larger description, included in the same or equivalent terms in the DLS or stated in a way that is related to the DLS (but not exactly the same)
PCR	Prerequisite Content Relationship	Mastery on the CCSS does not require the DLS, although possessing the DLS is expected to significantly increase mastery of the CCSS	it is clear that the content required by the DLS would precede the content required by the CCSS, based on the general learning progression of the subject area
CTLR	Consistent Teaching/Learning Relationship	The DLS would be expected to be found when the CCSS was taught or learned	this relationship would be expected to exist in the majority of instances in which this CCSS was taught
ITLR	Inconsistent Teaching/Learning Relationship	The DLS may or may not be expected to be found when the CCSS was taught or learned	this relationship would be expected to be found in less than a majority of instances in which this CCSS was taught

Common Core ELA Anchor Standards for grades 6-12: Writing

Deeper Learning Skills		1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
		Deeper Learning Skills										
		1. Master core academic content										
A. Key Content Knowledge	a. Students learn, remember, and recall facts relevant to a content area.	ACR	ACR	ACR	ACR	PACR	PACR	ACR	ACR	ACR	ACR	
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	PACR	
	c. Students learn and can apply theories relevant to a content area.	ACR	ACR	ACR	ACR	PCR	PCR	ACR	ACR	ACR	CTLR	
	d. Students know and are able to use the language specific to a content area.	ACR	ACR	PCR	ACR	PACR	CTLR	ACR	ACR	ACR	CTLR	
	e. Students apply facts, processes, and theories to real world situations.	PACR	PACR	ACR	ACR	PCR	CTLR	ACR	ACR	PACR	CTLR	
	2. Engage in expanding the structure of knowledge											
	a. Students perceive the inherent value of content knowledge.	CTLR	CTLR	CTLR	CTLR	PCR	CTLR	PCR	PCR	CTLR	PCR	
	b. Students know that future learning will build upon what they know and learn today.	CTLR	CTLR	CTLR	CTLR	PCR	CTLR	PCR	PCR	CTLR	PCR	
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	CTLR	PCR	PCR	PCR	PACR	CTLR	PCR	PCR	CTLR	PACR	
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	PCR	CTLR	PCR	CTLR	PCR	CTLR	PCR	CTLR	CTLR	PCR	
		3. Think critically and solve complex problems										
B. Key Cognitive Strategies	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	
	b. Students formulate problems and generate hypotheses.	ACR	PACR	CTLR	PACR	PCR	CTLR	ACR	PACR	ACR	CTLR	
	c. Students identify the data and information needed to solve a problem.	ACR	ACR	CTLR	ACR	PCR	CTLR	ACR	ACR	ACR	PCR	
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	ACR	PACR	PCR	PACR	PCR	CTLR	ACR	ACR	ACR	PCR	
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	ACR	ACR	PACR	PACR	PCR	CTLR	ACR	ACR	ACR	PCR	
	f. Students monitor and refine the problem solving process based on available data as needed.	ACR	PACR	CTLR	PCR	PCR	CTLR	ACR	ACR	ACR	PCR	
	g. Students reason and construct justifiable arguments in support of a hypothesis.	ACR	ACR	PCR	ACR	PACR	CTLR	ACR	ACR	ACR	PCR	
	h. Students persist to solve complex problems.	PCR	PCR	PCR	PACR	PACR	CTLR	ACR	PACR	PCR	PCR	
			4. Communicate effectively									
	a. Students structure information and data in a meaningful and useful way.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	
b. Students listen to and incorporate feedback and ideas from others.	PCR	PCR	PCR	PCR	ACR	CTLR	CTLR	CTLR	CTLR	PACR		
c. Students provide constructive and appropriate peer feedback to others.	CTLR	CTLR	CTLR	CTLR	CTLR	PCR	CTLR	CTLR	CTLR	CTLR		
d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	PACR	PACR	PACR	PACR	ACR	CTLR	PACR	PCR	PCR	ACR		
e. Students communicate complex concepts to others in both written and oral presentations.	ACR	ACR	ACR	ACR	ACR	CTLR	ACR	ACR	ACR	ACR		
f. Students tailor their message for the intended audience.	ACR	ACR	ACR	ACR	ACR	CTLR	PCR	PCR	ACR	PCR		

Common Core ELA Anchor Standards for grades 6-12: Writing *(continued)*

Deeper Learning Skills	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Deeper Learning Skills											
5. Work collaboratively											
C. Key Learning Behaviors	a. Students collaborate with others to complete tasks and solve problems successfully.	PCR	PCR	PCR	PCR	PCR	ACR	PCR	PCR	PCR	
	b. Students work as part of a group to identify group goals.	PCR	PCR	PCR	PCR	PCR	ACR	PCR	PCR	PCR	
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	PCR	PCR	PCR	PCR	PCR	ACR	PCR	PCR	PCR	
	d. Students communicate and incorporate multiple points of view to meet group goals.	CTLR	CTLR	CTLR	CTLR	CTLR	ACR	CTLR	CTLR	CTLR	
	6. Learn how to learn										
	a. Students know and can apply a variety of study skills and strategies.	CTLR	CTLR	CTLR	CTLR	ACR	ITLR	PCR	PCR	PCR	PACR
	b. Students are aware of their strengths and weaknesses.	PCR	PCR	PCR	PCR	ACR	ITLR	CTLR	PCR	PCR	PACR
	c. Students identify and work towards lifelong learning and academic goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	PCR	CTLR	CTLR	CTLR	PCR	ITLR	PCR	PCR	PCR	PCR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	CTLR	CTLR	CTLR	CTLR	ACR	ITLR	PCR	PCR	PCR	PACR
f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	PACR	PCR	PCR	PCR	ACR	ITLR	PACR	PACR	PCR	PACR	
g. Students enjoy and seek out learning on their own.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	
h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	

Common Core ELA Anchor Standards for grades 6-12: Reading

Deeper Learning Skills		1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6. Assess how point of view or purpose shapes the content and style of a text.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Read and comprehend complex literary and informational texts independently and proficiently.	
Deeper Learning Skills												
1. Master core academic content												
A. Key Content Knowledge	a. Students learn, remember, and recall facts relevant to a content area.	ACR	ACR	ACR	PACR	PACR	ACR	PACR	ACR	ACR	ACR	
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	PACR	ACR	PACR	ACR	PACR	PACR	ACR	ACR	ACR	ACR	
	c. Students learn and can apply theories relevant to a content area.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	
	d. Students know and are able to use the language specific to a content area.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	
	e. Students apply facts, processes, and theories to real world situations.	PACR	PACR	PACR	ACR	PACR	PACR	ACR	PCR	PCR	PCR	
	2. Engage in expanding the structure of knowledge											
	a. Students perceive the inherent value of content knowledge.	PCR	PCR	PCR	CTLR	PCR	PCR	ACR	PCR	ACR	ACR	
	b. Students know that future learning will build upon what they know and learn today.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	PCR	PCR	PCR	PCR	PCR	PCR	PACR	PCR	PACR	PACR	
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	PCR	PCR	PCR	PCR	PCR	PCR	PACR	PCR	PCR	PACR	
3. Think critically and solve complex problems												
B. Key Cognitive Strategies	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	
	b. Students formulate problems and generate hypotheses.	ACR	ACR	ACR	PACR	ACR	ACR	ACR	ACR	ACR	ACR	
	c. Students identify the data and information needed to solve a problem.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	PACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	
	f. Students monitor and refine the problem solving process based on available data as needed.	ACR	ACR	ACR	PACR	ACR	ACR	PACR	ACR	ACR	ACR	
	g. Students reason and construct justifiable arguments in support of a hypothesis.	ACR	ACR	ACR	ACR	ACR	ACR	PACR	ACR	ACR	ACR	
	h. Students persist to solve complex problems.	PACR	PCR	PACR	PACR	ACR	PCR	ACR	ACR	ACR	ACR	

Common Core ELA Anchor Standards for grades 6-12: Reading (Continued)

Deeper Learning Skills		1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6. Assess how point of view or purpose shapes the content and style of a text.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Read and comprehend complex literary and informational texts independently and proficiently.	
		Deeper Learning Skills										
		4. Communicate effectively										
B. Key Cognitive Strategies	a. Students structure information and data in a meaningful and useful way.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	
	b. Students listen to and incorporate feedback and ideas from others.	PCR	PCR	PCR	PCR	PCR	PCR	PACR	PCR	PCR	PCR	
	c. Students provide constructive and appropriate peer feedback to others.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	PACR	PCR	CTLR	CTLR	CTLR	CTLR	PCR	CTLR	CTLR	ITLR	
	e. Students communicate complex concepts to others in both written and oral presentations.	PACR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR	
	f. Students tailor their message for the intended audience.	PACR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR	
		5. Work collaboratively										
C. Key Learning Behaviors	a. Students collaborate with others to complete tasks and solve problems successfully.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	
	b. Students work as part of a group to identify group goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	
	d. Students communicate and incorporate multiple points of view to meet group goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	
	6. Learn how to learn											
	a. Students know and can apply a variety of study skills and strategies.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	
	b. Students are aware of their strengths and weaknesses.	PCR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	PCR	CTLR	PCR
	c. Students identify and work towards lifelong learning and academic goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	
g. Students enjoy and seek out learning on their own.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	
h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	

Common Core ELA Anchor Standards for grades 6-12: Speaking & Listening

Deeper Learning Skills		1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
Deeper Learning Skills							
1. Master core academic content							
A. Key Content Knowledge	a. Students learn, remember, and recall facts relevant to a content area.	ACR	ACR	ACR	ACR	ACR	
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	ACR	ACR	ACR	ACR	ACR	
	c. Students learn and can apply theories relevant to a content area.	ACR	ACR	ACR	ACR	ACR	
	d. Students know and are able to use the language specific to a content area.	ACR	ACR	ACR	ACR	PACR	ACR
	e. Students apply facts, processes, and theories to real world situations.	PACR	PACR	PACR	ACR	ACR	ACR
2. Engage in expanding the structure of knowledge							
A. Key Content Knowledge	a. Students perceive the inherent value of content knowledge.	ACR	CTLR	CTLR	PCR	PCR	PCR
	b. Students know that future learning will build upon what they know and learn today.	PACR	CTLR	CTLR	PCR	PCR	PCR
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	ACR	PACR	PACR	PCR	PCR	PACR
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	ACR	PACR	PACR	PACR	PCR	ACR

Common Core ELA Anchor Standards for grades 6-12: Speaking & Listening (continued)

Deeper Learning Skills		1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
		Deeper Learning Skills					
		3. Think critically and solve complex problems					
B. Key Cognitive Strategies	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	ACR	ACR	ACR	ACR	ACR	ACR
	b. Students formulate problems and generate hypotheses.	ACR	PACR	PACR	ACR	PCR	PCR
	c. Students identify the data and information needed to solve a problem.	ACR	ACR	ACR	ACR	ACR	PACR
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	ACR	ACR	ACR	ACR	ACR	PACR
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	PACR	ACR	ACR	ACR	ACR	PACR
	f. Students monitor and refine the problem solving process based on available data as needed.	PACR	PACR	PACR	ACR	PCR	PCR
	g. Students reason and construct justifiable arguments in support of a hypothesis.	ACR	ACR	PCR	ACR	PCR	PCR
	h. Students persist to solve complex problems.	ACR	ACR	PACR	PACR	PCR	PCR

Common Core ELA Anchor Standards for grades 6-12: Speaking & Listening (continued)

Deeper Learning Skills		1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
		Deeper Learning Skills					
		4. Communicate effectively					
B. Key Cognitive Strategies	a. Students structure information and data in a meaningful and useful way.	ACR	ACR	ACR	ACR	ACR	ACR
	b. Students listen to and incorporate feedback and ideas from others.	ACR	ACR	PACR	ACR	PACR	PACR
	c. Students provide constructive and appropriate peer feedback to others.	ACR	PACR	ACR	PACR	PACR	ACR
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	PACR	PACR	CTLR	PACR	PCR	ACR
	e. Students communicate complex concepts to others in both written and oral presentations.	ACR	ACR	PCR	ACR	ACR	ACR
	f. Students tailor their message for the intended audience.	ACR	PCR	PCR	ACR	ACR	ACR
		5. Work collaboratively					
C. Key Learning Behaviors	a. Students collaborate with others to complete tasks and solve problems successfully.	ACR	CTLR	PACR	PACR	PCR	PCR
	b. Students work as part of a group to identify group goals.	ACR	CTLR	PACR	PACR	PCR	PCR
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	ACR	CTLR	PCR	PCR	PCR	PCR
	d. Students communicate and incorporate multiple points of view to meet group goals.	ACR	CTLR	PACR	PACR	PCR	PCR

Common Core ELA Anchor Standards for grades 6-12: Speaking & Listening (continued)

Deeper Learning Skills		1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively.	2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally.	3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric.	4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience.	5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.	6. Adapt speech to a variety of contexts and communicative tasks, demonstrating command of formal English when indicated or appropriate.
C. Key Learning Behaviors	Deeper Learning Skills						
	6. Learn how to learn						
	a. Students know and can apply a variety of study skills and strategies.	PACR	PCR	PCR	PACR	PACR	PCR
	b. Students are aware of their strengths and weaknesses.	PACR	CTLR	CTLR	PACR	CTLR	PACR
	c. Students identify and work towards lifelong learning and academic goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	PACR	CTLR	CTLR	PACR	CTLR	PACR
	f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	PCR	PCR	PCR	PCR	PCR	PCR
	g. Students enjoy and seek out learning on their own.	PCR	PCR	PCR	PCR	PCR	PCR
h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	ACR	PACR	CTLR	PACR	PACR	ACR	

English Language Arts Standards for Literacy in History/Social Studies (Grades 11-12)

Deeper Learning Skills		Key Ideas & Details			Craft & Structure			Integration of Knowledge & Ideas			Level of Complexity	
		1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6. Assess how point of view or purpose shapes the content and style of a text.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Read and comprehend complex literary and informational texts independently and proficiently.	
Deeper Learning Skills												
1. Master core academic content												
A. Key Content Knowledge	a. Students learn, remember, and recall facts relevant to a content area.	ACR	ACR	ACR	ACR	PACR	PACR	ACR	ACR	ACR	PACR	
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	ACR	PCR	ACR	ACR	ACR	PACR	ACR	ACR	ACR	PACR	
	c. Students learn and can apply theories relevant to a content area.	PCR	ACR	PACR	PCR	PCR	PACR	PACR	PCR	PACR	CTLR	
	d. Students know and are able to use the language specific to a content area.	ACR	PACR	CTLR	ACR	ACR	PACR	CTLR	CTLR	PCR	ACR	
	e. Students apply facts, processes, and theories to real world situations.	CTLR	CTLR	PACR	CTLR	CTLR	PACR	PACR	CTLR	PACR	ITLR	
	2. Engage in expanding the structure of knowledge											
	a. Students perceive the inherent value of content knowledge.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	b. Students know that future learning will build upon what they know and learn today.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	PCR	CTLR
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	PCR	PCR	PCR	CTLR
3. Think critically and solve complex problems												
B. Key Cognitive Strategies	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	
	b. Students formulate problems and generate hypotheses.	PACR	PCR	PCR	PCR	PCR	PACR	ACR	ACR	PACR	CTLR	
	c. Students identify the data and information needed to solve a problem.	PACR	PCR	PCR	PCR	PCR	PACR	ACR	PACR	ACR	CTLR	
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	PACR	PACR	PACR	PACR	PACR	ACR	ACR	PACR	ACR	CTLR	
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	PACR	
	f. Students monitor and refine the problem solving process based on available data as needed.	PCR	PCR	PCR	CTLR	CTLR	PCR	ACR	PACR	PACR	CTLR	
	g. Students reason and construct justifiable arguments in support of a hypothesis.	PACR	PCR	ACR	PCR	PCR	PACR	ACR	PACR	ACR	CTLR	
	h. Students persist to solve complex problems.	CTLR	PCR	PCR	CTLR	PCR	PCR	PACR	PACR	PACR	CTLR	

English Language Arts Standards for Literacy in History/Social Studies (Grades 11-12) (Continued)

Deeper Learning Skills		Key Ideas & Details			Craft & Structure			Integration of Knowledge & Ideas			Level of Complexity	
		1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6. Assess how point of view or purpose shapes the content and style of a text.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Read and comprehend complex literary and informational texts independently and proficiently.	
B. Key Cognitive Strategies	Deeper Learning Skills											
	4. Communicate effectively											
	a. Students structure information and data in a meaningful and useful way.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	CTLR
	b. Students listen to and incorporate feedback and ideas from others.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR
	c. Students provide constructive and appropriate peer feedback to others.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	CTLR	CTLR	CTLR	ITLR	CTLR	CTLR	CTLR	CTLR	CTLR	PCR	ITLR
	e. Students communicate complex concepts to others in both written and oral presentations.	CTLR	CTLR	CTLR	ITLR	ITLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR
f. Students tailor their message for the intended audience.	CTLR	CTLR	CTLR	ITLR	ITLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR	
C. Key Learning Behaviors	5. Work collaboratively											
	a. Students collaborate with others to complete tasks and solve problems successfully.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR
	b. Students work as part of a group to identify group goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR
	d. Students communicate and incorporate multiple points of view to meet group goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR
	6. Learn how to learn											
	a. Students know and can apply a variety of study skills and strategies.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PACR
	b. Students are aware of their strengths and weaknesses.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	ITLR
	c. Students identify and work towards lifelong learning and academic goals.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	CTLR
	f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	CTLR
	g. Students enjoy and seek out learning on their own.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	CTLR
h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	CTLR	

English Language Arts Standards for Literacy in Science & Technical Subject

	Deeper Learning Skills	Key Ideas & Details			Craft & Structure			Integration of Knowledge & Ideas			Level of Complexity
		1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6. Assess how point of view or purpose shapes the content and style of a text.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Read and comprehend complex literary and informational texts independently and proficiently.
		Deeper Learning Skills									
		1. Master core academic content									
A. Key Content Knowledge	a. Students learn, remember, and recall facts relevant to a content area.	ACR	ACR	ACR	ACR	ACR	ACR	PACR	ACR	ACR	ACR
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	PACR	PACR	ACR	ACR	PACR	PACR	ACR	PACR	ACR	PACR
	c. Students learn and can apply theories relevant to a content area.	ACR	PACR	ACR	PACR	PACR	PACR	ACR	ACR	ACR	PACR
	d. Students know and are able to use the language specific to a content area.	ACR	ACR	PACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR
	e. Students apply facts, processes, and theories to real world situations.	PCR	PCR	PCR	PCR	PCR	PCR	PACR	PCR	ACR	PACR
		2. Engage in expanding the structure of knowledge									
A. Key Content Knowledge	a. Students perceive the inherent value of content knowledge.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	PCR	PCR	PCR	CTLR
	b. Students know that future learning will build upon what they know and learn today.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	CTLR	CTLR	CTLR	CTLR	CTLR	PCR	PCR	PCR	PCR	CTLR
		3. Think critically and solve complex problems									
B. Key Cognitive Strategies	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	PACR	PACR	PACR	PACR	PACR	PACR	PACR	ACR	PACR	PACR
	b. Students formulate problems and generate hypotheses.	CTLR	CTLR	PACR	CTLR	CTLR	CTLR	PACR	ACR	ACR	CTLR
	c. Students identify the data and information needed to solve a problem.	CTLR	CTLR	PACR	CTLR	CTLR	CTLR	ACR	ACR	ACR	CTLR
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	PCR	PCR	PACR	PCR	CTLR	PCR	ACR	ACR	ACR	CTLR
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	ACR	ACR	ACR	PACR	ACR	ACR	ACR	ACR	ACR	CTLR
	f. Students monitor and refine the problem solving process based on available data as needed.	PCR	PCR	PACR	PCR	PCR	PACR	ACR	ACR	ACR	CTLR
	g. Students reason and construct justifiable arguments in support of a hypothesis.	ACR	PCR	PACR	PCR	PCR	PCR	ACR	ACR	ACR	CTLR
	h. Students persist to solve complex problems.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	CTLR

English Language Arts Standards for Literacy in Science & Technical Subject (Continued)

Deeper Learning Skills		Key Ideas & Details			Craft & Structure			Integration of Knowledge & Ideas			Level of Complexity
		1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6. Assess how point of view or purpose shapes the content and style of a text.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Read and comprehend complex literary and informational texts independently and proficiently.
		Deeper Learning Skills									
		4. Communicate effectively									
B. Key Cognitive Strategies	a. Students structure information and data in a meaningful and useful way.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	PCR
	b. Students listen to and incorporate feedback and ideas from others.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	c. Students provide constructive and appropriate peer feedback to others.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	e. Students communicate complex concepts to others in both written and oral presentations.	PACR	PACR	PCR	CTLR	CTLR	CTLR	PCR	PCR	PCR	CTLR
	f. Students tailor their message for the intended audience.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	ITLR
		5. Work collaboratively									
C. Key Learning Behaviors	a. Students collaborate with others to complete tasks and solve problems successfully.	ITLR	ITLR	CTLR	ITLR	ITLR	ITLR	CTLR	ITLR	ITLR	ITLR
	b. Students work as part of a group to identify group goals.	ITLR	ITLR	CTLR	ITLR	ITLR	ITLR	CTLR	ITLR	ITLR	ITLR
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	ITLR	ITLR	CTLR	ITLR	ITLR	ITLR	CTLR	ITLR	ITLR	ITLR
	d. Students communicate and incorporate multiple points of view to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR

English Language Arts Standards for Literacy in Science & Technical Subject (Continued)

	Key Ideas & Details			Craft & Structure			Integration of Knowledge & Ideas			Level of Complexity
	1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.	2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.	3. Analyze how and why individuals, events, and ideas develop and interact over the course of a text.	4. Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.	5. Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.	6. Assess how point of view or purpose shapes the content and style of a text.	7. Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.	8. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.	9. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	10. Read and comprehend complex literary and informational texts independently and proficiently.
	Deeper Learning Skills									
	6. Learn how to learn									
C. Key Learning Behaviors	a. Students know and can apply a variety of study skills and strategies.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	b. Students are aware of their strengths and weaknesses.	CTLR	CTLR	PCR	CTLR	CTLR	CTLR	CTLR	PCR	PCR
	c. Students identify and work towards lifelong learning and academic goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	CTLR	ITLR	PCR	ITLR	CTLR	CTLR	PCR	PCR	PCR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	CTLR	CTLR	PCR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	CTLR	CTLR	PCR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	g. Students enjoy and seek out learning on their own.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR

Writing in History, Social Studies, Science, and the Technical Subjects

Deeper Learning Skills		Text Types and Purposes			Production and Distribution of Writing			Research to Build and Present Knowledge			Range of Writing
		1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.
Deeper Learning Skills											
1. Master core academic content											
A. Key Content Knowledge	a. Students learn, remember, and recall facts relevant to a content area.	PCR	PACR	PCR	PCR	PCR	CTRL	PACR	PACR	PACR	PCR
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	PACR	PCR	PACR	PCR	PACR	CTRL	PACR	PACR	PACR	PCR
	c. Students learn and can apply theories relevant to a content area.	PACR	ACR	PCR	PCR	PACR	CTRL	PACR	CTRL	CTRL	PCR
	d. Students know and are able to use the language specific to a content area.	ACR	ACR	ACR	ACR	ACR	CTRL	ACR	PACR	PACR	PACR
	e. Students apply facts, processes, and theories to real world situations.	PCR	PCR	ACR	PCR	PACR	PCR	ACR	PACR	PACR	PCR
2. Engage in expanding the structure of knowledge											
A. Key Content Knowledge	a. Students perceive the inherent value of content knowledge.	PCR	PCR	CTRL	CTRL	CTRL	CTRL	CTRL	CTRL	CTRL	PCR
	b. Students know that future learning will build upon what they know and learn today.	CTRL	CTRL	CTRL	CTRL	CTRL	PCR	CTRL	CTRL	CTRL	PCR
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	PCR	PCR	CTRL	CTRL	CTRL	CTRL	CTRL	PACR	PACR	PACR
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	CTRL	CTRL	CTRL	CTRL	CTRL	PCR	CTRL	PCR	PCR	PACR
3. Think critically and solve complex problems											
B. Key Cognitive Strategies	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	PACR	PACR	PACR	PCR	PCR	ACR	PACR	ACR	ACR	ACR
	b. Students formulate problems and generate hypotheses.	ACR	PCR	CTRL	CTRL	PCR	PCR	ACR	PACR	PACR	PACR
	c. Students identify the data and information needed to solve a problem.	ACR	PACR	CTRL	CTRL	ACR	PACR	ACR	ACR	ACR	PACR
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	PACR	PACR	CTRL	CTRL	ACR	PACR	ACR	ACR	ACR	PACR
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	ACR	ACR	PCR	PCR	ACR	PCR	ACR	ACR	ACR	PACR
	f. Students monitor and refine the problem solving process based on available data as needed.	PCR	PCR	CTRL	CTRL	ACR	PCR	ACR	ACR	ACR	ACR
	g. Students reason and construct justifiable arguments in support of a hypothesis.	ACR	ACR	CTRL	PCR	ACR	PACR	ACR	ACR	ACR	PCR
	h. Students persist to solve complex problems.	PCR	PCR	CTRL	PCR	PCR	CTRL	PACR	PACR	PACR	ACR
4. Communicate effectively											
B. Key Cognitive Strategies	a. Students structure information and data in a meaningful and useful way.	ACR	ACR	ACR	PACR	ACR	ACR	ACR	ACR	ACR	ACR
	b. Students listen to and incorporate feedback and ideas from others.	PCR	PCR	CTRL	CTRL	PCR	ACR	CTRL	CTRL	CTRL	CTRL
	c. Students provide constructive and appropriate peer feedback to others.	PCR	PCR	CTRL	CTRL	PCR	ACR	CTRL	CTRL	CTRL	CTRL
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	PCR	PACR	PACR	PACR	ACR	ACR	PACR	PACR	PACR	ACR
	e. Students communicate complex concepts to others in both written and oral presentations.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR
	f. Students tailor their message for the intended audience.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	PACR	PACR	ACR

Writing in History, Social Studies, Science, and the Technical Subjects *(Continued)*

Deeper Learning Skills	Text Types and Purposes			Production and Distribution of Writing			Research to Build and Present Knowledge			Range of Writing	
	1. Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.	3. Write narratives to develop real or imagined experiences or events using effective techniques, well-chosen details, and well-structured event sequences.	4. Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	5. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.	6. Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.	7. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.	8. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.	9. Draw evidence from literary or informational texts to support analysis, reflection, and research.	10. Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	
Deeper Learning Skills											
5. Work collaboratively											
C. Key Learning Behaviors	a. Students collaborate with others to complete tasks and solve problems successfully.	CTLR	CTLR	CTLR	CTLR	CTLR	ACR	CTLR	CTLR	CTLR	CTLR
	b. Students work as part of a group to identify group goals.	CTLR	CTLR	CTLR	CTLR	CTLR	ACR	CTLR	CTLR	CTLR	CTLR
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	CTLR	CTLR	CTLR	CTLR	CTLR	ACR	CTLR	CTLR	CTLR	CTLR
	d. Students communicate and incorporate multiple points of view to meet group goals.	CTLR	CTLR	CTLR	CTLR	CTLR	ACR	CTLR	CTLR	CTLR	CTLR
	6. Learn how to learn										
	a. Students know and can apply a variety of study skills and strategies.	PCR	PCR	PCR	PCR	PCR	PACR	PACR	PCR	PCR	PCR
	b. Students are aware of their strengths and weaknesses.	PCR	PCR	PCR	CTLR	PCR	PCR	PCR	PCR	PCR	PACR
	c. Students identify and work towards lifelong learning and academic goals.	ITLR	ITLR	ITLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	CTLR	CTLR	CTLR	PCR	PACR	CTLR	PCR	ACR	ACR	PCR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	PCR	PCR	PCR	PCR	PCR	ACR	PCR	PCR	PCR	ACR
f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	PCR	PCR	PCR	PCR	ACR	ACR	PACR	ACR	ACR	ACR	
g. Students enjoy and seek out learning on their own.	CTLR	CTLR	CTLR	ITLR	CTLR	CTLR	PCR	PCR	PCR	PCR	
h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	CTLR	CTLR	CTLR	PCR	CTLR	PCR	PCR	PCR	PCR	PCR	

Mathematical Practices

Deeper Learning Skills		1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
A. Key Content Knowledge	Deeper Learning Skills								
	1. Master core academic content								
	a. Students learn, remember, and recall facts relevant to a content area.	ACR	ACR	PACR	PACR	PCR	PACR	PACR	PACR
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	PACR	PACR	PACR	PACR	PCR	CTLR	CTLR	ACR
	c. Students learn and can apply theories relevant to a content area.	ACR	ACR	ACR	ACR	PCR	PACR	CTLR	PACR
	d. Students know and are able to use the language specific to a content area.	PACR	ACR	PACR	PACR	PACR	ACR	PACR	PACR
	e. Students apply facts, processes, and theories to real world situations.	ACR	ACR	PACR	ACR	PACR	CTLR	ITLR	ITLR
	2. Engage in expanding the structure of knowledge								
	a. Students perceive the inherent value of content knowledge.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students know that future learning will build upon what they know and learn today.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	ACR	PCR	PCR	PCR	PCR	ITLR	CTLR	ACR

Mathematical Practices (Continued)

Deeper Learning Skills		1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
B. Key Cognitive Strategies		Deeper Learning Skills							
		3. Think critically and solve complex problems							
	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	PACR	PACR	PCR	PACR	ACR	PACR	PACR	PACR
	b. Students formulate problems and generate hypotheses.	PACR	PACR	PACR	PCR	PACR	CTLR	ACR	ACR
	c. Students identify the data and information needed to solve a problem.	PACR	PACR	PCR	PACR	PACR	CTLR	PACR	PACR
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	PACR	PACR	PCR	PACR	ACR	CTLR	PACR	CTLR
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	PACR	PCR	ACR	ACR	ACR	ITLR	ITLR	ITLR
	f. Students monitor and refine the problem solving process based on available data as needed.	PACR	PACR	ACR	ACR	PACR	ITLR	CTLR	ACR
	g. Students reason and construct justifiable arguments in support of a hypothesis.	PACR	PACR	ACR	PCR	PACR	PACR	CTLR	CTLR
	h. Students persist to solve complex problems.	ACR	PACR	PACR	PACR	PACR	CTLR	PACR	PACR

Mathematical Practices (Continued)

Deeper Learning Skills		1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
B. Key Cognitive Strategies	Deeper Learning Skills								
	4. Communicate effectively								
	a. Students structure information and data in a meaningful and useful way.	PACR	PACR	PACR	ACR	ACR	ACR	ACR	ACR
	b. Students listen to and incorporate feedback and ideas from others.	PACR	PCR	PACR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students provide constructive and appropriate peer feedback to others.	CTLR	PCR	PACR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	ITLR	ITLR	PCR	PCR	ITLR	PCR	ITLR	ITLR
	e. Students communicate complex concepts to others in both written and oral presentations.	CTLR	CTLR	PACR	ITLR	ITLR	PACR	ITLR	ITLR
f. Students tailor their message for the intended audience.	ITLR	ITLR	ITLR	ITLR	ITLR	CTLR	ITLR	ITLR	
C. Key Learning Behaviors	5. Work collaboratively								
	a. Students collaborate with others to complete tasks and solve problems successfully.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	b. Students work as part of a group to identify group goals.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	d. Students communicate and incorporate multiple points of view to meet group goals.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR

Mathematical Practices (Continued)

Deeper Learning Skills		1. Make sense of problems and persevere in solving them.	2. Reason abstractly and quantitatively.	3. Construct viable arguments and critique the reasoning of others.	4. Model with mathematics.	5. Use appropriate tools strategically.	6. Attend to precision.	7. Look for and make use of structure.	8. Look for and express regularity in repeated reasoning.
C. Key Learning Behaviors		Deeper Learning Skills							
		6. Learn how to learn							
	a. Students know and can apply a variety of study skills and strategies.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students are aware of their strengths and weaknesses.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students identify and work towards lifelong learning and academic goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	ACR	PACR	PACR	PACR	PACR	ITLR	ITLR	ITLR
	g. Students enjoy and seek out learning on their own.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR

Common Core Mathematics: High School Number and Quantity

Deeper Learning Skills	The Real Number System		Quantities	The Complex Number System			Vector and Matrix Quantities			
	Extend the properties of exponents to rational exponents	Classify numbers as rational or irrational	Reason quantitatively and use units to solve problems	Perform arithmetic operations with complex numbers	Represent complex numbers and their operations on the complex plane	Use complex numbers in polynomial identities and equations	Represent and model with vector quantities	Perform operations on vectors	Perform operations on matrices and use matrices in applications	
A. Key Content Knowledge	Deeper Learning Skills									
	1. Master core academic content									
	a. Students learn, remember, and recall facts relevant to a content area.	ACR	ACR	PACR	ACR	ACR	PACR	PACR	ACR	ACR
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	ITLR	ITLR	PCR	ITLR	ITLR	CTLR	CTLR	ITLR	ITLR
	c. Students learn and can apply theories relevant to a content area.	ACR	ACR	PACR	ACR	ACR	ACR	ACR	ACR	ACR
	d. Students know and are able to use the language specific to a content area.	ACR	ACR	PACR	ACR	ACR	ACR	PACR	ACR	ACR
	e. Students apply facts, processes, and theories to real world situations.	ITLR	ITLR	CTLR	ITLR	ITLR	ITLR	ACR	ITLR	PACR
	2. Engage in expanding the structure of knowledge									
	a. Students perceive the inherent value of content knowledge.	ITLR	ITLR	CTLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students know that future learning will build upon what they know and learn today.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	ITLR	ITLR	ITLR	ITLR	ITLR	CTLR	CTLR	ITLR	ITLR

Common Core Mathematics: High School Number and Quantity (Continued)

Deeper Learning Skills	The Real Number System		Quantities	The Complex Number System			Vector and Matrix Quantities			
	Extend the properties of exponents to rational exponents	Classify numbers as rational or irrational	Reason quantitatively and use units to solve problems	Perform arithmetic operations with complex numbers	Represent complex numbers and their operations on the complex plane	Use complex numbers in polynomial identities and equations	Represent and model with vector quantities	Perform operations on vectors	Perform operations on matrices and use matrices in applications	
B. Key Cognitive Strategies	Deeper Learning Skills									
	3. Think critically and solve complex problems									
	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR
	b. Students formulate problems and generate hypotheses.	ITLR	ITLR	ITLR	ITLR	ITLR	CTLR	CTLR	ITLR	ITLR
	c. Students identify the data and information needed to solve a problem.	ITLR	ITLR	ITLR	ITLR	ITLR	CTLR	PACR	ITLR	PACR
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor and refine the problem solving process based on available data as needed.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	g. Students reason and construct justifiable arguments in support of a hypothesis.	ITLR	ITLR	ITLR	ITLR	ITLR	ACR	ACR	ITLR	ITLR
h. Students persist to solve complex problems.	ITLR	ACR	PCR	ITLR	ITLR	PACR	PACR	ITLR	ITLR	

Common Core Mathematics: High School Number and Quantity (Continued)

Deeper Learning Skills		The Real Number System		Quantities	The Complex Number System			Vector and Matrix Quantities		
		Extend the properties of exponents to rational exponents	Classify numbers as rational or irrational	Reason quantitatively and use units to solve problems	Perform arithmetic operations with complex numbers	Represent complex numbers and their operations on the complex plane	Use complex numbers in polynomial identities and equations	Represent and model with vector quantities	Perform operations on vectors	Perform operations on matrices and use matrices in applications
Deeper Learning Skills										
4. Communicate effectively										
B. Key Cognitive Strategies	a. Students structure information and data in a meaningful and useful way.	ITLR	ITLR	ACR	ITLR	ACR	PACR	ACR	ACR	ACR
	b. Students listen to and incorporate feedback and ideas from others.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students provide constructive and appropriate peer feedback to others.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students communicate complex concepts to others in both written and oral presentations.	ITLR	PCR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students tailor their message for the intended audience.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
5. Work collaboratively										
C. Key Learning Behaviors	a. Students collaborate with others to complete tasks and solve problems successfully.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students work as part of a group to identify group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students communicate and incorporate multiple points of view to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR

Common Core Mathematics: High School Number and Quantity (Continued)

Deeper Learning Skills	The Real Number System		Quantities	The Complex Number System			Vector and Matrix Quantities			
	Extend the properties of exponents to rational exponents	Classify numbers as rational or irrational	Reason quantitatively and use units to solve problems	Perform arithmetic operations with complex numbers	Represent complex numbers and their operations on the complex plane	Use complex numbers in polynomial identities and equations	Represent and model with vector quantities	Perform operations on vectors	Perform operations on matrices and use matrices in applications	
C. Key Learning Behaviors	Deeper Learning Skills									
	6. Learn how to learn									
	a. Students know and can apply a variety of study skills and strategies.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students are aware of their strengths and weaknesses.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students identify and work towards lifelong learning and academic goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	g. Students enjoy and seek out learning on their own.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR

Common Core Mathematics: High School Algebra

Deeper Learning Skills	Seeing Structure in Expressions		Arithmetic with Polynomials and Rational Functions				Creating Equations	Reasoning with Equations and Inequalities				
	Interpret the structure of expressions	Write expressions in equivalent forms to solve problems	Perform arithmetic operations on polynomials	Understand the relationship between zeros and factors of polynomials	Use polynomial identities to solve problems	Rewrite rational functions	Create equations that describe numbers or relationships	Understand solving equations as a process of reasoning and explain the reasoning	Solve equations and inequalities in one variable	Solve systems of equations	Represent and solve equations and inequalities graphically	
A. Key Content Knowledge	Deeper Learning Skills											
	1. Master core academic content											
	a. Students learn, remember, and recall facts relevant to a content area.	PACR	PACR	PACR	ACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	CTLR	CTLR	ITLR	ITLR	CTLR	ITLR	ACR	ITLR	ITLR	ITLR	ITLR
	c. Students learn and can apply theories relevant to a content area.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR
	d. Students know and are able to use the language specific to a content area.	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR
	e. Students apply facts, processes, and theories to real world situations.	ACR	CTLR	ITLR	ITLR	ITLR	ITLR	ACR	ITLR	ITLR	ITLR	ITLR
	2. Engage in expanding the structure of knowledge											
	a. Students perceive the inherent value of content knowledge.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students know that future learning will build upon what they know and learn today.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	CTLR	ITLR	ITLR	ITLR	PCR	ITLR	CTLR	ITLR	ITLR	ITLR	ITLR

Common Core Mathematics: High School Algebra (Continued)

Deeper Learning Skills	Seeing Structure in Expressions		Arithmetic with Polynomials and Rational Functions				Creating Equations	Reasoning with Equations and Inequalities				
	Interpret the structure of expressions	Write expressions in equivalent forms to solve problems	Perform arithmetic operations on polynomials	Understand the relationship between zeros and factors of polynomials	Use polynomial identities to solve problems	Rewrite rational functions	Create equations that describe numbers or relationships	Understand solving equations as a process of reasoning and explain the reasoning	Solve equations and inequalities in one variable	Solve systems of equations	Represent and solve equations and inequalities graphically	
Deeper Learning Skills												
3. Think critically and solve complex problems												
B. Key Cognitive Strategies	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	PACR	ACR	ACR	ACR	PACR	ACR	PACR	PACR	ACR	ACR	ACR
	b. Students formulate problems and generate hypotheses.	CTLR	PACR	ITLR	ITLR	CTLR	ITLR	CTLR	ITLR	ITLR	ITLR	ITLR
	c. Students identify the data and information needed to solve a problem.	PACR	PACR	CTLR	CTLR	PACR	ITLR	PACR	ITLR	PACR	CTLR	CTLR
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor and refine the problem solving process based on available data as needed.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	g. Students reason and construct justifiable arguments in support of a hypothesis.	CTLR	CTLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	h. Students persist to solve complex problems.	CTLR	CTLR	ITLR	ITLR	CTLR	CTLR	PACR	ITLR	ITLR	ITLR	ITLR
4. Communicate effectively												
B. Key Cognitive Strategies	a. Students structure information and data in a meaningful and useful way.	ACR	ACR	CTLR	CTLR	ACR	ACR	CTLR	ITLR	PACR	CTLR	ACR
	b. Students listen to and incorporate feedback and ideas from others.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students provide constructive and appropriate peer feedback to others.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students communicate complex concepts to others in both written and oral presentations.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	PCR	ITLR	ITLR	ITLR
	f. Students tailor their message for the intended audience.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR

Common Core Mathematics: High School Algebra (Continued)

Deeper Learning Skills	Seeing Structure in Expressions		Arithmetic with Polynomials and Rational Functions				Creating Equations	Reasoning with Equations and Inequalities				
	Interpret the structure of expressions	Write expressions in equivalent forms to solve problems	Perform arithmetic operations on polynomials	Understand the relationship between zeros and factors of polynomials	Use polynomial identities to solve problems	Rewrite rational functions	Create equations that describe numbers or relationships	Understand solving equations as a process of reasoning and explain the reasoning	Solve equations and inequalities in one variable	Solve systems of equations	Represent and solve equations and inequalities graphically	
C. Key Learning Behaviors	Deeper Learning Skills											
	5. Work collaboratively											
	a. Students collaborate with others to complete tasks and solve problems successfully.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students work as part of a group to identify group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students communicate and incorporate multiple points of view to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	6. Learn how to learn											
	a. Students know and can apply a variety of study skills and strategies.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students are aware of their strengths and weaknesses.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students identify and work towards lifelong learning and academic goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	g. Students enjoy and seek out learning on their own.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR

Common Core Mathematics: High School Functions

Deeper Learning Skills	Interpreting Functions			Building Functions		Linear, Quadratic, and Exponential Models		Trigonometric Functions			
	Understand the concept of a function and use function notation	Interpret functions that arise in applications in terms of the context	Analyze functions using different representations	Build a function that models a relationship between two quantities	Build new functions from existing functions	Construct and compare linear and exponential models and solve problems	Interpret expressions for functions in terms of the situation they model	Extend the domain of trigonometric functions using the unit circle	Model periodic phenomena with trigonometric functions	Prove and apply trigonometric identities	
A. Key Content Knowledge	Deeper Learning Skills										
	1. Master core academic content										
	a. Students learn, remember, and recall facts relevant to a content area.	ACR	PACR	ACR	PACR	ACR	PACR	CTLR	ACR	PACR	PACR
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	ITLR	PCR	ITLR	PCR	ITLR	ACR	CTLR	PCR	ACR	PACR
	c. Students learn and can apply theories relevant to a content area.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR
	d. Students know and are able to use the language specific to a content area.	ACR	PACR	PACR	PACR	PACR	PACR	PACR	ACR	PACR	PACR
	e. Students apply facts, processes, and theories to real world situations.	CTLR	ACR	CTLR	ACR	ITLR	ACR	ACR	ITLR	ACR	ITLR
	2. Engage in expanding the structure of knowledge										
	a. Students perceive the inherent value of content knowledge.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students know that future learning will build upon what they know and learn today.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	ITLR	PCR	ITLR	PCR	ITLR	PCR	CTLR	ITLR	PCR	PCR

Common Core Mathematics: High School Functions (Continued)

Deeper Learning Skills	Interpreting Functions			Building Functions		Linear, Quadratic, and Exponential Models		Trigonometric Functions			
	Understand the concept of a function and use function notation	Interpret functions that arise in applications in terms of the context	Analyze functions using different representations	Build a function that models a relationship between two quantities	Build new functions from existing functions	Construct and compare linear and exponential models and solve problems	Interpret expressions for functions in terms of the situation they model	Extend the domain of trigonometric functions using the unit circle	Model periodic phenomena with trigonometric functions	Prove and apply trigonometric identities	
Deeper Learning Skills											
3. Think critically and solve complex problems											
B. Key Cognitive Strategies	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	ACR	PACR	PACR	PACR	ACR	PACR	CTLR	ACR	ACR	PACR
	b. Students formulate problems and generate hypotheses.	ITLR	PCR	PCR	PACR	PACR	PACR	ITLR	ITLR	PACR	ITLR
	c. Students identify the data and information needed to solve a problem.	CTLR	PACR	PACR	PACR	CTLR	PACR	PACR	CTLR	PACR	CTLR
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	ITLR	CTLR	ITLR	CTLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	ITLR	ITLR	ITLR	CTLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor and refine the problem solving process based on available data as needed.	ITLR	ITLR	ITLR	CTLR	ITLR	CTLR	ITLR	ITLR	CTLR	CTLR
	g. Students reason and construct justifiable arguments in support of a hypothesis.	ITLR	ITLR	ITLR	PCR	ITLR	PCR	ITLR	ACR	PCR	ACR
	h. Students persist to solve complex problems.	ITLR	CTLR	ITLR	PCR	CTLR	PCR	ITLR	CTLR	PCR	ACR

Common Core Mathematics: High School Functions (Continued)

Deeper Learning Skills	Interpreting Functions			Building Functions		Linear, Quadratic, and Exponential Models		Trigonometric Functions			
	Understand the concept of a function and use function notation	Interpret functions that arise in applications in terms of the context	Analyze functions using different representations	Build a function that models a relationship between two quantities	Build new functions from existing functions	Construct and compare linear and exponential models and solve problems	Interpret expressions for functions in terms of the situation they model	Extend the domain of trigonometric functions using the unit circle	Model periodic phenomena with trigonometric functions	Prove and apply trigonometric identities	
Deeper Learning Skills											
4. Communicate effectively											
B. Key Cognitive Strategies	a. Students structure information and data in a meaningful and useful way.	CTLR	CTLR	ACR	ACR	ITLR	ACR	ITLR	CTLR	ACR	PACR
	b. Students listen to and incorporate feedback and ideas from others.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students provide constructive and appropriate peer feedback to others.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students communicate complex concepts to others in both written and oral presentations.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students tailor their message for the intended audience.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
5. Work collaboratively											
C. Key Learning Behaviors	a. Students collaborate with others to complete tasks and solve problems successfully.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students work as part of a group to identify group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students communicate and incorporate multiple points of view to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR

Common Core Mathematics: High School Functions (Continued)

Deeper Learning Skills	Interpreting Functions			Building Functions		Linear, Quadratic, and Exponential Models		Trigonometric Functions		
	Understand the concept of a function and use function notation	Interpret functions that arise in applications in terms of the context	Analyze functions using different representations	Build a function that models a relationship between two quantities	Build new functions from existing functions	Construct and compare linear and exponential models and solve problems	Interpret expressions for functions in terms of the situation they model	Extend the domain of trigonometric functions using the unit circle	Model periodic phenomena with trigonometric functions	Prove and apply trigonometric identities
Deeper Learning Skills										
6. Learn how to learn										
C. Key Learning Behaviors	a. Students know and can apply a variety of study skills and strategies.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students are aware of their strengths and weaknesses.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students identify and work towards lifelong learning and academic goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	g. Students enjoy and seek out learning on their own.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR

Common Core Mathematics: High School Geometry

Deeper Learning Skills	Congruence				Similarity, Right Triangles, and Trigonometry				Circles		Expressing Geometric Properties with Equations		Geometric Measurement and Dimension		Modeling with Geometry	
	Experiment with transformations in the plane	Understand congruence in terms of rigid motions	Prove geometric theorems	Make geometric constructions	Understand similarity in terms of similarity transformations	Prove theorems involving similarity	Define trigonometric ratios and solve problems involving right triangles	Apply trigonometry to general triangles	Understand and apply theorems about circles	Find arc lengths and areas of sectors of circles	Translate between the geometric description and the equation for a conic section	Use coordinates to prove simple geometric theorems algebraically	Explain volume formulas and use them to solve problems	Visualize relationships between two-dimensional and three-dimensional objects	Apply geometric concepts in modeling situations	
A. Key Content Knowledge	Deeper Learning Skills															
	1. Master core academic content															
	a. Students learn, remember, and recall facts relevant to a content area.	ACR	ACR	PACR	ACR	ACR	PACR	PACR	PACR	PACR	ACR	PACR	PACR	PACR	PACR	PACR
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	CTLR	ITLR	ACR	ITLR	CTLR	ACR	ACR	ACR	CTLR	ITLR	ACR	ACR	ACR	ACR	ACR
	c. Students learn and can apply theories relevant to a content area.	PCR	ACR	PACR	ACR	ACR	PACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR
	d. Students know and are able to use the language specific to a content area.	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR
	e. Students apply facts, processes, and theories to real world situations.	ITLR	ITLR	ITLR	ITLR	ITLR	CTLR	ACR	ACR	ITLR	ITLR	ITLR	ITLR	ACR	ITLR	ACR
	2. Engage in expanding the structure of knowledge															
	a. Students perceive the inherent value of content knowledge.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students know that future learning will build upon what they know and learn today.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	
d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	ITLR	ITLR	PCR	ITLR	PCR	PCR	PCR	PCR	PCR	ITLR	PCR	PCR	PCR	PCR	PCR	
3. Think critically and solve complex problems																
B. Key Cognitive Strategies	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	PCR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR
	b. Students formulate problems and generate hypotheses.	CTLR	ITLR	CTLR	ITLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	CTLR	PACR
	c. Students identify the data and information needed to solve a problem.	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor and refine the problem solving process based on available data as needed.	CTLR	PCR	PACR	ITLR	ITLR	PACR	PACR	PACR	PACR	CTLR	PACR	PACR	PACR	CTLR	PACR
	g. Students reason and construct justifiable arguments in support of a hypothesis.	CTLR	ACR	ACR	ITLR	ITLR	ACR	ACR	ACR	PCR	PACR	ACR	ACR	ACR	CTLR	CTLR
	h. Students persist to solve complex problems.	PCR	PCR	PACR	ITLR	PACR	PACR	PACR	PACR	PCR	PCR	PACR	PACR	PACR	CTLR	PACR

Common Core Mathematics: High School Geometry (Continued)

Deeper Learning Skills	Congruence				Similarity, Right Triangles, and Trigonometry				Circles		Expressing Geometric Properties with Equations		Geometric Measurement and Dimension		Modeling with Geometry	
	Experiment with transformations in the plane	Understand congruence in terms of rigid motions	Prove geometric theorems	Make geometric constructions	Understand similarity in terms of similarity transformations	Prove theorems involving similarity	Define trigonometric ratios and solve problems involving right triangles	Apply trigonometry to general triangles	Understand and apply theorems about circles	Find arc lengths and areas of sectors of circles	Translate between the geometric description and the equation for a conic section	Use coordinates to prove simple geometric theorems algebraically	Explain volume formulas and use them to solve problems	Visualize relationships between two-dimensional and three-dimensional objects	Apply geometric concepts in modeling situations	
B. Key Cognitive Strategies	Deeper Learning Skills															
	4. Communicate effectively															
	a. Students structure information and data in a meaningful and useful way.	ACR	PACR	PACR	ITLR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	CTLR	PACR
	b. Students listen to and incorporate feedback and ideas from others.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students provide constructive and appropriate peer feedback to others.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students communicate complex concepts to others in both written and oral presentations.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
f. Students tailor their message for the intended audience.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	
C. Key Learning Behaviors	5. Work collaboratively															
	a. Students collaborate with others to complete tasks and solve problems successfully.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students work as part of a group to identify group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students communicate and incorporate multiple points of view to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	6. Learn how to learn															
	a. Students know and can apply a variety of study skills and strategies.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students are aware of their strengths and weaknesses.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students identify and work towards lifelong learning and academic goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	g. Students enjoy and seek out learning on their own.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	

Common Core Mathematics: High School Statistics & Probability

	Interpreting Categorical and Quantitative Data			Making Inferences and Justifying Conclusions		Conditional Probability and the Rules of Probability		Using Probability to Make Decisions		
	Summarize, represent, and interpret data on a single count or measurement variable	Summarize, represent, and interpret data on two categorical and quantitative variables	Interpret linear models	Understand and evaluate random processes underlying statistical experiments	Make inferences and justify conclusions from sample surveys, experiments, and observational studies	Understand independence and conditional probability and use them to interpret data	Use the rules of probability to compute probabilities of compound events in a uniform probability model	Calculate expected values and use them to solve problems	Use probability to evaluate outcomes of decisions	
Deeper Learning Skills										
A. Key Content Knowledge	Deeper Learning Skills									
	1. Master core academic content									
	a. Students learn, remember, and recall facts relevant to a content area.	PACR	ACR	ACR	ACR	ACR	PACR	ACR	ACR	PACR
	b. Students extend core knowledge to novel tasks and situations in a variety of academic subjects.	CTLR	CTLR	ITLR	ACR	CTLR	PACR	CTLR	ACR	ACR
	c. Students learn and can apply theories relevant to a content area.	ACR	ACR	CTLR	ACR	ACR	ACR	ACR	ACR	ACR
	d. Students know and are able to use the language specific to a content area.	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR
	e. Students apply facts, processes, and theories to real world situations.	CTLR	ACR	ACR	ACR	ACR	ACR	CTLR	ACR	ACR
	2. Engage in expanding the structure of knowledge									
	a. Students perceive the inherent value of content knowledge.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students know that future learning will build upon what they know and learn today.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	c. Students are motivated to put in the time and effort needed to build a solid knowledge base.	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR	PCR
	d. Students enjoy and are able to rise to challenges requiring them to apply knowledge in non-routine ways.	ITLR	ITLR	ITLR	PCR	PCR	PCR	PCR	PCR	PCR

Common Core Mathematics: High School Statistics & Probability (Continued)

	Interpreting Categorical and Quantitative Data			Making Inferences and Justifying Conclusions		Conditional Probability and the Rules of Probability		Using Probability to Make Decisions		
	Summarize, represent, and interpret data on a single count or measurement variable	Summarize, represent, and interpret data on two categorical and quantitative variables	Interpret linear models	Understand and evaluate random processes underlying statistical experiments	Make inferences and justify conclusions from sample surveys, experiments, and observational studies	Understand independence and conditional probability and use them to interpret data	Use the rules of probability to compute probabilities of compound events in a uniform probability model	Calculate expected values and use them to solve problems	Use probability to evaluate outcomes of decisions	
Deeper Learning Skills										
B. Key Cognitive Strategies	Deeper Learning Skills									
	3. Think critically and solve complex problems									
	a. Students are familiar with and able to use effectively the tools and techniques specific to a content area.	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR	ACR
	b. Students formulate problems and generate hypotheses.	CTLR	PACR	CTLR	CTLR	PACR	PACR	CTLR	PACR	PACR
	c. Students identify the data and information needed to solve a problem.	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR	PACR
	d. Students apply the tools and techniques specific to a content area to gather necessary data and information.	ITLR	ITLR	ITLR	CTLR	CTLR	PACR	ITLR	PACR	PACR
	e. Students evaluate, integrate, and critically analyze multiple sources of information.	ITLR	ITLR	ITLR	ITLR	CTLR	CTLR	ITLR	ITLR	ITLR
	f. Students monitor and refine the problem solving process based on available data as needed.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	g. Students reason and construct justifiable arguments in support of a hypothesis.	CTLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	h. Students persist to solve complex problems.	ITLR	ITLR	ITLR	ITLR	ITLR	CTLR	CTLR	CTLR	CTLR

Common Core Mathematics: High School Statistics & Probability (Continued)

Deeper Learning Skills	Interpreting Categorical and Quantitative Data			Making Inferences and Justifying Conclusions		Conditional Probability and the Rules of Probability		Using Probability to Make Decisions		
	Summarize, represent, and interpret data on a single count or measurement variable	Summarize, represent, and interpret data on two categorical and quantitative variables	Interpret linear models	Understand and evaluate random processes underlying statistical experiments	Make inferences and justify conclusions from sample surveys, experiments, and observational studies	Understand independence and conditional probability and use them to interpret data	Use the rules of probability to compute probabilities of compound events in a uniform probability model	Calculate expected values and use them to solve problems	Use probability to evaluate outcomes of decisions	
B. Key Cognitive Strategies	Deeper Learning Skills									
	4. Communicate effectively									
	a. Students structure information and data in a meaningful and useful way.	ACR	ACR	ITLR	ITLR	ITLR	ACR	ITLR	PACR	PACR
	b. Students listen to and incorporate feedback and ideas from others.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students provide constructive and appropriate peer feedback to others.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students understand that creating a quality final communication requires review and revision of multiple drafts.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students communicate complex concepts to others in both written and oral presentations.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
f. Students tailor their message for the intended audience.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	

Common Core Mathematics: High School Statistics & Probability (Continued)

Deeper Learning Skills	Interpreting Categorical and Quantitative Data			Making Inferences and Justifying Conclusions		Conditional Probability and the Rules of Probability		Using Probability to Make Decisions		
	Summarize, represent, and interpret data on a single count or measurement variable	Summarize, represent, and interpret data on two categorical and quantitative variables	Interpret linear models	Understand and evaluate random processes underlying statistical experiments	Make inferences and justify conclusions from sample surveys, experiments, and observational studies	Understand independence and conditional probability and use them to interpret data	Use the rules of probability to compute probabilities of compound events in a uniform probability model	Calculate expected values and use them to solve problems	Use probability to evaluate outcomes of decisions	
C. Key Learning Behaviors	Deeper Learning Skills									
	5. Work collaboratively									
	a. Students collaborate with others to complete tasks and solve problems successfully.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students work as part of a group to identify group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students participate in a team to plan problem-solving steps and identify resources necessary to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
d. Students communicate and incorporate multiple points of view to meet group goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	

Common Core Mathematics: High School Statistics & Probability (Continued)

Deeper Learning Skills	Interpreting Categorical and Quantitative Data			Making Inferences and Justifying Conclusions		Conditional Probability and the Rules of Probability		Using Probability to Make Decisions		
	Summarize, represent, and interpret data on a single count or measurement variable	Summarize, represent, and interpret data on two categorical and quantitative variables	Interpret linear models	Understand and evaluate random processes underlying statistical experiments	Make inferences and justify conclusions from sample surveys, experiments, and observational studies	Understand independence and conditional probability and use them to interpret data	Use the rules of probability to compute probabilities of compound events in a uniform probability model	Calculate expected values and use them to solve problems	Use probability to evaluate outcomes of decisions	
C. Key Learning Behaviors	Deeper Learning Skills									
	6. Learn how to learn									
	a. Students know and can apply a variety of study skills and strategies.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	b. Students are aware of their strengths and weaknesses.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	c. Students identify and work towards lifelong learning and academic goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	d. Students evaluate the match between reality and what is needed to attain specific goals.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	e. Students recognize their weaknesses and anticipate needing to work harder in those areas.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	f. Students monitor their progress towards a goal, and adapt their approach as needed to successfully complete a task or solve a problem.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
	g. Students enjoy and seek out learning on their own.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR
h. Students understand and are prepared to meet changing expectations in a variety of academic, professional and social environments.	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	ITLR	