

Anchor Standards		3D Modeling / Common Core State Standards / College and Career Readiness Standards /Reading Literacy in Science and Technical Subjects grade 9 - 10 students														
		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10	Module 11	Module 12	Module 13	Module 14	Module 15
Science and Technical Subjects (RST)		Lessons														
Key Ideas and Details	1.Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanation or descriptions	2	6	8	9, 10, 11	12, 13	14			17, 19		RESRCH			28	29
	2. Determine the central ideas or conclusions of a text; trace the text s explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.	2, 3	6	7, 8	11	13	14		15, Pres 1	18	21, WS8	22, 23, WS9	24, 25, WS10	26, WS11 WS12	27, WS13	29, WS14, Pres 2
	3. Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.	1, 2, 3	4, 5, 6	7, 8	9, 10, 11	12, 13	14		16	17, 18, 19	20	22, 23				29
Craft and Structure	4. Determine the meaning of symbols, key terms, and other domain - specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9 - 10 texts and topics.	1, 2, 3	4, 5, 6	7, 8	9, 10, 11	12, 13			15, 16	17						
	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy)	2, 3	4, 5	7	9, 10, 11	12, 13	14		15, 16	18, 19	20		24, 25			29
	6. Analyze the author s purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.	1	5	7	11				Pres 1	17, 18	20, 21	22, 23	24, 25	26	27, 28	29, Pres 2
Integration of Knowledge and Ideas	7. Translate quantitative or technical information expressed in words in a text into visual form (e.g. a table or chart) and translate information expressed visually or mathematically (e.g. an equation) into words.	1, 2, 3	5	8	9, 10, 11	12, 13	14		16	17, 18, 19	20	22, 23	25			
	8. Assess the extent to which the reasoning and evidence in a text support the author s claim or recommendation for solving a scientific or technical problem.	2	6	7					15				25		28	29
	9. Compare and contrast findings presented in a text to those from other sources (including their own experiments), noting when the findings support or contradict previous explanations or accounts.	3		WS1		WS2	14, WS3, WS4	WS5, WS6, WS7	Pres 1	19	21, WS8	22, 23, WS9, RESRCH	24, WS10	26, WS11 WS12	27, WS13	29, WS14, Pres 2

Anchor Standards		3D Modeling / Common Core State Standards / College and Career Readiness Standards / Writing Literacy in History/Social Studies, Science, and Technical Subjects grade 9 - 10 students															
		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10	Module 11	Module 12	Module 13	Module 14	Module 15	
Text Types and Purposes	1 Write arguments focused on discipline-specific content	Lessons															
		1.a Introduce precise claims(s), distinguish the claims(s) from alternate or opposing claims, and create an organization that establishes clear relationships among the claim(s), counterclaims, reasons, and evidence.		4	8	9	13	14		15, PRES* 1		21			26	w13, 28	Pres*2
		1.b Develop claim(s) and counterclaims fairly, supplying data and evidence for each while pointing out the strengths and limitation of both claim(s) and counterclaims in a discipline-appropriate form and in a manner that anticipates the audience's knowledge level and concerns.	1, 3	4	8	9, 10	13	14		15, PRES 1	17	21		24	26	w 13, 28	Pres 2
		1.c Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.	3	5						Pres 1				24	26	w 13	Pres 2
		1.d Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.		5						Pres 1					26		29, Pres 2
		1.e Provide a concluding statement or section that follows from or supports the argument presented.		4, 5	8	9, 10				Pres 1	18	21			26	W 13	Pres 2

3D Modeling / Common Core State Standards / College and Career Readiness Standards - High School Mathematics

Anchor Standards		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Module 8	Module 9	Module 10	Module 11	Module 12	Module 13	Module 14	Module 15
Experiment with transformation in the plane	Congruence (G-CO)															
	HSG.CO.A.1: Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment, based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	1, 2, 3	4, 5, 6	7, 8	9, 10, 11	12, 13	14	WkSp5, WkSp6, WkSp7	15, 16, Pres1	17, 18, 19	20, 21	22, 23	24, 25	26	27, 28, WkSp13	29, Pres2
	HSG.CO.A.2: Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	2, 3	4, 5, 6	7, 8	9, 10, 11	12, 13	14		15, 16	17, 18, 19	20, 21	23	25		28	
	HSG.CO.A.3: Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	2, 3	4, 5, 6	7, 8	9, 10, 11	12, 13	14		15	17, 18, 19	20, 21	23	24, 25			
	HSG.CO.A.4: Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	2, 3	4, 5, 6	7, 8	9, 10, 11	12, 13	14		15, 16	17, 18, 19	20, 21	23	24, 25			
HSG.CO.A.5: Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	2, 3	4, 5, 6	7, 8	9, 10, 11	12, 13	14		15	17, 18, 19	20, 21	23	25				
Apply Geometric Concepts in Modeling Situations	Modeling with Geometry (G-MG)															
	HSG.MG.A.1: Use geometric shapes, their measures, and their properties to describe objects (e.g. modeling a tree trunk or a human torso as a cylinder)	2, 3	4, 5, 6	8, WkSp1	9, 10, 11	12, 13, WkSp2	WkSp3, WkSp4	WkSp6, WkSp7	16	17, 18, 19	WkSp8	22, 23, WkSp9	25			
	HSG.MG.A.2: Apply concepts of density based on area and volume in modeling situations (e.g. persons per square mile)	2, 3	4, 5, 6	8, WkSp1	9, 10, 11	12, 13, WkSp2	WkSp3, WkSp4	WkSp5, WkSp6, WkSp7	16	17, 18, 19	WkSp8	22, 23, WkSp9	25			
HSG.MG.A.3: Apply geometric methods to solve design problems (e.g. designing an object or structure to satisfy physical constraints)	2, 3	4, 5, 6	8, WkSp1	9, 10, 11	12, 13, WkSp2	WkSp3, WkSp4	WkSp5, WkSp6, WkSp7	16	17, 18, 19	WkSp8	22, 23, WkSp9	25				