Anchor Standards		Unity 3D Programming /Common Core State Standards / College and Career Readiness Standards /Literacy in Science and Technical Subjects / grades 9 - 10															
		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	Module 16
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	1, 2, 3, 4, 5, W1	6, 7, 8, 9, W2	8,9,10	11,12	13,14	15,16	17	18,19, 20	21	22	23,24	25,26, 27	28	29	30,31,3	33,34, 35
	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.	1, 2, 3, WC	5/6/2007	8,9,10	11,12	13,14	15,16	17	18,19, 20	21	22	23,24	25,26, 27	28	29	30,31,3 2	33,34, 35
	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, WC	4, 5,6, 7	8,9,10	11,12	13,14	15,16	17	18,19, 20	21	22	23,24	25,26, 27	28	29	30,31, 32	
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, WC	4, 5,6, 7	8,9,10	11,12	13,14	15,16	17	18,19, 20	21	22	23,24	25,26, 27	28	29	30,31, 32	
	5. Analyze the structure of the relationships among concepts in a text, including relationships among key terms (e.g., force, friction, reaction force, energy)	1, 2, 3, WC	4, 5,6, 7	8,9,10	11,12	13,14	15,16	17	18,19, 20	21	22	23,24	25,26, 27	28	29	30,31, 32	
	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, 2, 3, WC	4, 5,6, 7	8,9,10	11,12	13,14	15,16	17	18,19, 20	21	22	23,24	25,26, 27	28	29	30,31, 32	33,34, 35
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, WC	5,6,7	8,9,10	11,12	13,14	15,16	17	18,19, 20	21	22	23,24	25,26, 27	28	29	30,31, 32	
	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.	1, 2, 3, WC	5,6,7	8,9,10	11,12	13,14	15,16	17	18,19, 20	21	22	23,24	25,26, 27	28	29	30,31, 32	33,34, 35

Anchor Standards			Unity 3D Programming / Common Core State Standards / College and Career Readiness Standards / Writing for History/ Social Studies, Science, and Technical Subjects grades 9 - 10						
			Module 1	Module 2	Module 3	Module 6	Module 9	Module 12	Module 16
			Lessons						
Text Types and Purposes	**1 Write arguments focused on discipline-specific content.**	1.a Introduce precise claims(s) distinguish the claims(s) from alternate or opposing claims, and create an organization that establishes clear rleationships among the claim(s), counterclaims, reasons, and evidence.	**2, WC**	**6**	**8,9**	**15,16**	**21**	**26**	**34**
		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.	**2, WC**	**6**	**8,9**	**15,16**	**21**	**26**	**34**
		1.e Provide a concluding statement or section that follows from or supports the argument presented.	**2, WC**	**6**	**8,9**	**15,16**	**21**	**26**	**34**

Unity 3D Programming / Common Core State Standards / College and Career Ready Standards - 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**	**Module 16**
		Lessons															
Standards for Mathematical Practice	MP1 Make sense of problems and persevere in solving them.	**wc**	**5,6,7**	**8,9**	**11,12**	**13**	**15, 16**	**17**	**18, 19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	**33**
	MP2 Reason abstractly and quantitatively.	**wc**	**5,6,7**	**8,9**	**11,12**	**13, 14**	**15, 16**	**17**	**18, 19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	**33**
	MP4 Model with mathematics.		**5,6,7**	**8,9**	**11,12**	**13, 14**	**15, 16**	**17**	**19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	
	MP7 Look for and make use of structure.	**wc**	**5,6,7**	**8,9**	**11,12**	**13, 14**	**15, 16**	**17**	**18, 19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	**33**
	MP8 Look for and express regularity in repeated reasoning.	**wc**	**5**	**8,9**	**11,12**	**13, 14**	**15, 16**	**17**	**18, 19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	**33**
Math Standards	HSA-SSE.A.2 Interpret expressions that represent a quantity in terms of its context.			**10**	**11,12**	**13, 14**	**15, 16**	**17**	**19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	
	HSA-CED.A.1 Create equations and inequalities in one variable and use them to solve problems.				**11,12**	**13, 14**	**15, 16**	**17**	**19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	
	HSA-CED.A.2 Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.				**11,12**	**13, 14**	**15, 16**	**17**	**19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	
	HSA-CED.A.3 Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context.			**10**	**11,12**	**13, 14**	**15, 16**	**17**	**19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	
	HSA-CED.A.4 Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations.						**15, 16**	**17**	**19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	
	HSF-IF.A.2 Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.				**11,12**	**13, 14**	**15, 16**	**17**	**19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	
	HSF-BF.A.1 Write a function that describes a relationship between two quantities.			**10**	**11,12**	**13, 14**	**15, 16**	**17**	**19, 20**	**21**	**22**	**23, 24**	**25, 26, 27**	**28**	**29**	**30, 31, 32**	

	HSF-BF.A.1b Combine standard function types using arithmetic operations.					13, 14	15, 16	17	19, 20	21	22	23, 24	25, 26, 27	28	29	30, 31, 32	
	HSS-IC.A.2 Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation.			10	11,12	13, 14	15, 16	17	19, 20	21	22	23, 24	25, 26, 27	28	29	30, 31, 32	
Vector and Matrix	HSN-VM.A.1 (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., v, |v|, ||v||, v).			9,10	11,12	13, 14	15, 16	17	19, 20	21	22	23, 24	25, 26, 27	28	29	30, 31, 32	
	HSN-VM.A.3 (+) Solve problems involving velocity and other quantities that can be represented by vectors.			9,10	11,12	13, 14	15, 16	17	19, 20	21	22	23, 24	25, 26, 27	28	29	30, 31, 32	
Congruence	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.			9,10	11,12	13, 14	15, 16	17	19, 20	21	22	23, 24	25, 26, 27	28	29	30, 31, 32	
	HSG-CO.B.6 Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.			9,10	11,12	13, 14	15, 16	17	19, 20	21	22	23, 24	25, 26, 27	28	29	30, 31, 32	
Modeling with Geometry	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).			9,10	11,12	13, 14	15, 16	17	19, 20	21	22	23, 24	25, 26, 27	28	29	30, 31, 32	
	HSG-MG.A.3 Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).		5	9,10	11,12	13, 14	15, 16	17	19, 20	21	22	23, 24	25, 26, 27	28	29	30, 31, 32	