



**Child Care and Support Services Management, Classification of Instructional Program (CIP) 19.0708
Units of Instruction and Task Grid Linked to Pennsylvania Core Standards**

Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
100 ORIENTATION AND SAFETY.				
101 Identify and follow school, classroom and clinical rules and regulations.	<p>CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE</p> <p>A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8</p> <p>B. Other Pathways?</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.9-10.E</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task,</p>	

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

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

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			informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
200 PROFESSIONALISM.				
201 Compare and analyze types of early learning programs. 202 Identify personal qualities and career opportunities needed for employment. 203 Develop a personal and professional portfolio. 204 Investigate the requirements of the CDA Certificate and School Age Credential. 205 Analyze NAEYC Standards and the Code of Ethical Conduct. 206 Analyze the Pennsylvania Early Learning Standards. 207 Investigate the importance of advocacy in the profession. 208 Identify resources for professional development. 209 Identify state, national and international models of prekindergarten.	CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8 B. Other Pathways?	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc.... Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc... KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc.... Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B	

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		<p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE GRADES 9-10</p> <p>Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text. etc.</p> <p>Standard CC.3.5.9-10.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>CRAFT & STRUCTURE GRADES 11-12</p> <p>Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.</p> <p>Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</p> <p>Standard CC.3.5.9-10.G.</p>	<p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10</p> <p>Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.9-10.E Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 11-12</p> <p>Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D</p>	

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		<p>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p>Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p>Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p>Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p>Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>Standard CC.3.6.11-12.D.Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p>RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.9-10.G.Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F.</p>	

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300 HEALTH AND SAFETY.				
301 Identify Department of Public Welfare regulations and PA Department of Education codes. 302 Obtain Pediatric First Aid Certification or any other PDE recognized Certification. 303 Identify types of child abuse. 304 Identify communicable diseases and chronic medical conditions. 305 Identify characteristics of safe, healthy environment.	CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE A. Early ChildhoodDevelop	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc.... Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.9-10.C Follow precisely a complex	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including	

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<p>306 Identify and describe infection control procedures, sanitation practices and prevention of illness policies.</p> <p>307 Identify nutritional requirements.</p> <p>308 Plan nutritious meals and snacks.</p> <p>309 Care for the mildly ill child.</p> <p>310 Identify and follow adult health regulations.</p> <p>311 Complete a health and safety checklist and develop recommendations.</p> <p>312 Identify and demonstrate safe transportation practices in child care settings.</p> <p>313 Identify components and develop an emergency management plan for a child care setting.</p> <p>314 Identify liability issues of child care workers regarding children's safety in a child care setting.</p> <p>315 Identify and manage program records, budgets and reports.</p> <p>316 Describe and apply best practices for reducing stress on children and caregivers in the early learning environment.</p>	<p>ment & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8</p> <p>B. Other Pathways?</p>	<p>multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.</p> <p>Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation, describing a procedure...</p> <p>CRAFT & STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a</p>	<p>the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.9-10.E Use technology, including the internet, to produce, publish, and update individual or shared writing</p>	

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

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		<p>understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J.</p> <p>By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>standard format for citation.</p> <p>Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
400 LEARNING ENVIRONMENT (PHYSICAL SPACE).				

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<p>401 Examine the value of play and use best practices to support children's play.</p> <p>402 Examine the process and use best practices for developing children's creativity.</p> <p>403 Examine, evaluate and use culturally relevant learning centers and materials.</p> <p>404 Evaluate and maintain the indoor and outdoor learning environments.</p> <p>405 Evaluate classroom environment using the ITERS, ECERS and/or SACERS.</p>	<p><u>CLUSTER:</u> Human Services Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE</p> <p>A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8</p> <p>B. Other Pathways?</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.</p> <p>Standard CC.3.5.9-10.F Analyze the author's purpose in providing an explanation,</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing,</p>	<p>Standard 2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>Standard 2.1.HS.F.4 Use units as a way to understand problems and to guide the solution of multistep problems.</p> <p>Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p>Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p>Standard 2.2.HS.D.7 Create and graph equations or inequalities to describe numbers or relationships.</p> <p>Standard 2.4.HS.B.2 Summarize, represent, and interpret data on two categorical and quantitative variables.</p>

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

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

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Secondary Competency Task Grid with Unit and Task Numbers	Common Career Technical Core Standards	Pennsylvania Core Standards for Reading for Technical Subjects Standard 3.5	Pennsylvania Core Standards for Writing for Technical Subjects Standard 3.6	Pennsylvania Core Standards for Mathematics Standard 2.1
			GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
500 CHILD DEVELOPMENT (SOCIAL, EMOTIONAL, PHYSICAL, INTELLECTUAL, LANGUAGE DEVELOPMENT).				
501 Identify educational theorists and their concepts. 502 Identify developmental stages or areas. 503 Identify the importance of artistic and musical development. 504 Identify characteristics of infant development. 505 Identify characteristics of toddler development. 506 Identify characteristics of preschool development. 507 Identify characteristics of school age development. 508 Identify characteristics of special needs children. 509 Research the importance of early language and literacy development for school success. 510 Integrate literacy/language development throughout all activities.	<p>CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE</p> <p>A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8</p> <p>B. Other Pathways?</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p>	

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

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		<p>Assess the reasoning in a text to support the author’s claim for solving a technical problem. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products. RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research. RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.</p>	

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			<p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING GRADES 9-12</p> <p>Standard CC.3.5.9-10.1 AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
<p>600 CLASSROOM MANAGEMENT AND POSITIVE GUIDANCE.</p>				
<p>601 Use positive methods to guide children's behavior.</p> <p>602 Analyze the influence of environment and caregiver management techniques on children's behavior and make appropriate adjustments.</p> <p>603 Observe, supervise and record the daily routines of children.</p>	<p>CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE A. Early Childhood Development & Services Career Pathway</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND</p>	<p>Standard 2.1.HS.F.1 Apply and extend the properties of exponents to solve problems with rational exponents.</p> <p>Standard 2.1.HS.F.2 Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p>Standard 2.1.HS.F.4 Use units as a way to</p>

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	<p>(Choose Standards) 1-2-3-4-5-6-7-8</p> <p>B. Other Pathways?</p>	<p>GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc.... Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc... CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words... Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc. Standard CC.3.5.9-10.F Analyze the author’s purpose in providing an explanation, describing a procedure... CRAFT & STRUCTURE GRADES 11-12 Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words... Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text. Standard CC.3.5.11-12.F</p>	<p>PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content. Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc. PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. Standard CC.3.6.9-10.E Use technology, including the internet, to produce, publish, and update individual or shared writing products. PRODUCTION & DISTRIBUTION OF</p>	<p>understand problems and to guide the solution of multistep problems. Standard 2.1.HS.F.5 Choose a level of accuracy appropriate to limitations on measurement when reporting quantities. Standard 2.1.HS.F.6 Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

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

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		<p>GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>Draw evidence from informational texts to support analysis, reflection, and research. RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
<p>700 STANDARDS, CURRICULUM, AND ASSESSMENT.</p>				
<p>701 Use basic tools and types of observations. 702 Observe, record and analyze children's behavior.</p>	<p><u>CLUSTER:</u> Human Services</p>	<p>KEY IDEAS/DETAILS GRADES 9-10</p>	<p>TEXT TYPES AND PURPOSE</p>	

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<p>703 Develop appropriate learning experiences based on observations.</p> <p>704 Link Early Learning Standards for Early Childhood (infant and toddler, prekindergarten and kindergarten) to all learning experiences.</p> <p>705 Demonstrate the connections between learning standards, curriculum and assessment.</p>	<p>Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE</p> <p>A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8</p> <p>B. Other Pathways?</p>	<p>Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12</p> <p>Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE GRADES 9-10</p> <p>Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.</p> <p>Standard CC.3.5.9-10.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>CRAFT & STRUCTURE</p>	<p>GRADES 9-10</p> <p>Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12</p> <p>Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10</p> <p>Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on</p>	

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			AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
800 CURRICULUM DEVELOPMENT.				
801 Investigate a variety of curriculum models. 802 Develop long and short range curriculum goals. 803 Determine and write objectives. 804 Create a file of culturally relevant instructional resources. 805 Create a resource of learning experiences. 806 Complete, investigate and document a resource learning unit. 807 Plan weekly curriculum. 808 Develop daily lesson plans.	<p><u>CLUSTER:</u> Human Services Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE</p> <p>A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8</p> <p>B. Other Pathways?</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING</p>	

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		<p>Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12</p> <p>Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p>Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p>Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12</p> <p>Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>purpose and audience.</p> <p>CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p>RESEARCH GRADES 9-10</p> <p>Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RESEARCH GRADES 11-12</p> <p>Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources,</p>	

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			following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research. RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11- 12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
900 LEARNING ACTIVITIES/EXPERIENCES.				
901 Prepare, present and evaluate self care activities. 902 Prepare, present and evaluate activities which promote a positive self concept. 903 Prepare, present and evaluate science activities. 904 Prepare, present and evaluate music activities. 905 Prepare, present and evaluate puppetry activities. 906 Prepare, present and evaluate flannel board activities. 907 Prepare, present and evaluate children's literature. 908 Prepare, present and evaluate language and literacy activities. 909 Prepare, present and evaluate math activities. 910 Prepare, present and evaluate creative art activities. 911 Prepare, present and evaluate food and nutrition related activities. 912 Prepare, present and evaluate health and safety	CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6 PATHWAYS INCLUDE A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8 B. Other Pathways?	KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc.... Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc... Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc... KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc.... Standard CC.3.5.11-12.B.	TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content. Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc. TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused	

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<p>activities.</p> <p>913 Prepare, present and evaluate social studies activities.</p> <p>914 Prepare, present and evaluate fine motor activities.</p> <p>915 Prepare, present and evaluate gross motor activities.</p> <p>916 Prepare, present and evaluate transition activities.</p> <p>917 Prepare, present and evaluate creative drama activities.</p> <p>918 Prepare, present and evaluate creative movement activities.</p> <p>919 Prepare, present and evaluate woodworking activities.</p> <p>920 Identify steps to prepare field trips as a learning experience.</p> <p>921 Use current technology and equipment.</p>		<p>Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE GRADES 9-10</p> <p>Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.</p> <p>Standard CC.3.5.9-10.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>CRAFT & STRUCTURE GRADES 11-12</p> <p>Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.</p> <p>Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS</p>	<p>on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10</p> <p>Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.9-10.E Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 11-12</p> <p>Standard CC.3.6.11-12 C Produce clear and coherent</p>	

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		<p>GRADES 9-10 Standard CC.3.5.9-10.G. Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart). Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author’s claim for solving a technical problem. Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem. Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible. Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend</p>	<p>writing...appropriate to task, purpose, and audience. Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products. RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p>	

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		technical texts independently and proficiently.	<p>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem. Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation. Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	
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1000 PROGRAM PARTNERSHIPS.				
1001 Communicate with families through written documentation. 1002 Create a resource file of community services. 1003 Describe and implement best practices for	<p>CLUSTER: Human Services Careers (Choose Standards)</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence,</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A</p>	

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<p>supporting children and families during transition.</p> <p>1004 Identify the family’s role in developing individualized goal plans for children.</p> <p>1005 Identify the role that cultures and values of the family play in children’s upbringing and individualize experiences for children.</p>	<p>1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE</p> <p>A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8</p> <p>B. Other Pathways?</p>	<p>etc....</p> <p>Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12</p> <p>Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE GRADES 9-10</p> <p>Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.</p> <p>Standard CC.3.5.9-10.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>CRAFT & STRUCTURE GRADES 11-12</p> <p>Standard CC.3.5.11-12.D.</p>	<p>Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12</p> <p>Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10</p> <p>Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific</p>	

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

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		<p>analysis, and conclusions in a technical text, verifying the data when possible.</p> <p>Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>answer a question or solve a problem.</p> <p>Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RESEARCH GRADES 11-12 Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING GRADES 9-12 Standard CC.3.5.9-10.1 AND Standard CC.3.5.11-12.I.</p>	

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			Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.	
1100 CLINICAL EXPERIENCE.				
1101 Participate in an infant program. 1102 Participate in a toddler program. 1103 Participate in a preschool center. 1104 Participate in an elementary school program. 1105 Participate in a special needs program.	<p>CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE</p> <p>A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8</p> <p>B. Other Pathways?</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE GRADES 9-10 Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10 Standard CC.3.6.9-10.C</p>	

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

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

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<p>1200 CRIME AND VIOLENCE PREVENTION.</p>				
<p>1201 Describe the threat which crime or violence occurring in the school can pose to a secure and productive learning environment for the students and employees.</p> <p>1202 Describe what students and employees can do to reduce the threat of crime and violence through caring about others, complying with laws and rules, orderliness, safe practices and a clear focus of learning together.</p> <p>1203 Describe what the instructor will attempt to do as a coach of positive social skills and what the student can do to support that effort.</p> <p>1204 Explain what it means to be respectful of others, kind, responsible for and in control of one's own emotions (including anger) and actions.</p> <p>1205 Explain what conflict is and ways to identify and resolve conflict in the classroom and the workplace according to socially acceptable practices.</p> <p>1206 Explain how helping others will create a school</p>	<p>CLUSTER: Human Services Careers (Choose Standards) 1-2-3-4-5-6</p> <p>PATHWAYS INCLUDE</p> <p>A. Early Childhood Development & Services Career Pathway (Choose Standards) 1-2-3-4-5-6-7-8</p> <p>B. Other Pathways?</p>	<p>KEY IDEAS/DETAILS GRADES 9-10 Standard CC.3.5.9-10.A. Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.9-10B Determine the central ideas or conclusions of a text; etc...</p> <p>Standard CC.3.5.9-10.C Follow precisely a complex multistep procedure, etc...</p> <p>KEY IDEAS/DETAILS GRADES 11-12 Standard CC.3.5.11-12A Cite specific textual evidence, etc....</p> <p>Standard CC.3.5.11-12.B. Determine the central ideas or conclusions of a text; etc...</p>	<p>TEXT TYPES AND PURPOSE GRADES 9-10 Standard CC.3.6.9-10.A Write arguments focused on discipline specific content.</p> <p>Standard CC.3.6.9-10.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>TEXT TYPES AND PURPOSE GRADES 11-12 Standard CC.3.6.11-12.A Write arguments focused on discipline specific content.</p>	

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<p>that is free from fear and danger.</p> <p>1207 Describe examples of when to seek help from a parent, teacher, counselor or other adult about one’s concerns or the problems of another student or adult.</p>		<p>Standard CC.3.5.11-12.C. Follow precisely a complex multistep procedure, etc...</p> <p>CRAFT & STRUCTURE GRADES 9-10</p> <p>Standard CC.3.5.9-10.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.9-10.E Analyze the structure of the relationships among concepts in a text, etc.</p> <p>Standard CC.3.5.9-10.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>CRAFT & STRUCTURE GRADES 11-12</p> <p>Standard CC.3.5.11-12.D. Determine the meaning of symbols, key terms, and other domain specific words...</p> <p>Standard CC.3.5.11-12.E. Analyze the structure of the relationships among concepts in a text.</p> <p>Standard CC.3.5.11-12.F Analyze the author’s purpose in providing an explanation, describing a procedure...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS GRADES 9-10</p> <p>Standard CC.3.5.9-10.G.</p>	<p>Standard CC.3.6.11-12.B Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 9-10</p> <p>Standard CC.3.6.9-10.C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p> <p>Standard CC.3.6.9-10 D Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>Standard CC.3.6.9-10.E Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p>PRODUCTION & DISTRIBUTION OF WRITING GRADES 11-12</p> <p>Standard CC.3.6.11-12 C Produce clear and coherent writing...appropriate to task, purpose, and audience.</p>	

**Child Care and Support Services Management, Classification of Instructional Program (CIP) 19.0708
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		<p>Translate quantitative or technical information expressed in a text into visual form (e.g. a table or chart).</p> <p>Standard CC.3.5.9-10.H. Assess the reasoning in a text to support the author’s claim for solving a technical problem.</p> <p>Standard CC.3.5.9-10.I. Compare and contrast findings presented in a text to those from other sources, etc...</p> <p>INTEGRATE KNOWLEDGE/ IDEAS GRADES 11-12 Standard CC.3.5.11-12.G. Integrate and evaluate multiple sources of information presented in diverse formats...to solve a problem.</p> <p>Standard CC.3.5.11-12.H. Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</p> <p>Standard CC.3.5.11-12.I. Synthesize information from a range of sources into a coherent understanding.</p> <p>RANGE OF READING GRADES 9-10 and 11-12 Standard CC.3.5.9-10.J AND Standard CC.3.5.11-12.J. By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>Standard CC.3.6.9-10 D Standard CC.3.6.11-12.D. Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience.</p> <p>CC.3.6.11-12.E. Use technology, including the internet, to produce, publish, and update individual or shared writing products.</p> <p>RESEARCH GRADES 9-10 Standard CC.3.6.9-10.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.9-10.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.9-10.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RESEARCH GRADES 11-12</p>	

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			<p>Standard CC.3.6.11-12.F. Conduct short and more sustained research to answer a question or solve a problem.</p> <p>Standard CC.3.6.11-12.G. Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <p>Standard CC.3.6.11-12.H. Draw evidence from informational texts to support analysis, reflection, and research.</p> <p>RANGE OF WRITING GRADES 9-12</p> <p>Standard CC.3.5.9-10.1 AND Standard CC.3.5.11-12.I. Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	