

**Agriculture Mechanization, General (CIP 01.0201)**  
**Units of Instruction and Task Grid Linked To PA Common Core Standards**

Secondary Competency Task List With Unit and Task Numbers High School Graduation Years: 2011, 2012 and 2013	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
100. <b>SUPERVISED AGRICULTURAL EXPERIENCE</b>				
101. Develop short, mid and long-term project plans. 102. Develop a Supervised Agricultural Experience (SAE) based upon individual interests/career goals. 103. Maintain complete and accurate records. 104. Analyze records to determine strengths and areas for improvement. 105. Conduct a research project using the scientific method.	<p><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>            (Choose Standards)            1-2-3-4-5-6</p> <p><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>            (Choose Standards)            1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>            (Choose Standards)            1-2-3-4</p> <p><b>NOTE:</b>            Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12. A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. C</a></li> <li>• <a href="#">Standard CC.3.5.11-12. C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12. D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. E</a></li> <li>• <a href="#">Standard CC.3.5.11-12. E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. F</a></li> <li>• <a href="#">Standard CC.3.5.11-12. F</a></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. G</a></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>	<p><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.A</a></li> <li>• <a href="#">Standard CC.3.6.11-12.A</a></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.B</a></li> <li>• <a href="#">Standard CC.3.6.11-12.B</a></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.C</a></li> <li>• <a href="#">Standard CC.3.6.11-12.C</a></li> </ul> <p>-Produce clear and coherent writing ... appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.D</a></li> <li>• <a href="#">Standard CC.3.6.11-12.D</a></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.E</a></li> <li>• <a href="#">Standard CC.3.6.11-12.E</a></li> </ul> <p>Use technology, including the Internet, to produce, publish, and update individual or shared</p>	<p><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p><b>Standard 2.1.HS.F.2</b>            Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b>            Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p><b>Standard 2.1.HS.F.5</b>            Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b>            Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

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		<p>visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. H</u>                      Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u>                      Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.11-12. G</u>                      Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u>                      Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u>                      Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.J</u>  <u>Standard CC.3.5.11-12.J</u>                      By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	<p>writing products.</p> <p><b>RESEARCH (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.F</u></li> <li>• <u>Standard CC.3.6.11-12.F</u></li> </ul> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.G</u></li> <li>• <u>Standard CC.3.6.11-12.G</u></li> </ul> <p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.H</u></li> <li>• <u>Standard CC.3.6.11-12.H</u></li> </ul> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.I</u>                      &amp;</li> <li>• <u>Standard CC.3.5.11-12.I</u></li> </ul> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	

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<b>200 MANAGEMENT, ECONOMICS, AND MARKETING</b>				
<p>201 Discuss the historical significance of agriculture to US and global economic strength.</p> <p>202 Maintain accurate business and financial records.</p> <p>203 Identify possible types and sources of credit.</p>	<p><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>            (Choose Standards)            1-2-3-4-5-6</p> <p style="background-color: #e6ffe6;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>            (Choose Standards)            1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>            (Choose Standards)            1-2-3-4</p> <p style="background-color: #e6ffe6;"><b>NOTE:</b>            Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. A</u></li> <li>• <u>Standard CC.3.5.11-12 A</u></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10 B</u></li> <li>• <u>Standard CC.3.5.11-12. B</u></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.C</u></li> <li>• <u>Standard CC.3.5.11-12.C</u></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #e6f2ff;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. D</u></li> <li>• <u>Standard CC.3.5.11-12.D</u></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.E</u></li> <li>• <u>Standard CC.3.5.11-12.E</u></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.F</u></li> <li>• <u>Standard CC.3.5.11-12.F</u></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #e6f2ff;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.G</u></li> </ul> <p>Translate quantitative or technical</p>	<p><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.A</u></li> <li>• <u>Standard CC.3.6.11-12.A</u></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.B</u></li> <li>• <u>Standard CC.3.6.11-12.B</u></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p style="background-color: #ffe6e6;"><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.C</u></li> <li>• <u>Standard CC.3.6.11-12 C</u></li> </ul> <p>-Produce clear and coherent writing ...            ...appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10 D</u></li> <li>• <u>Standard CC.3.6.11-12.D</u></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.E</u></li> <li>• <u>Standard CC.3.6.11-12.E.</u></li> </ul> <p>Use technology, including the Internet, to produce, publish, and update</p>	<p><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p><b>Standard 2.1.HS.F.2</b>            Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b>            Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p><b>Standard 2.1.HS.F.5</b>            Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b>            Extend the knowledge of arithmetic operations and apply to complex numbers.</p>

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<p><b>300 DEMONSTRATE CORE SALES SKILLS.</b></p>	<p><b>CAREER CLUSTER:</b>                      Agriculture, Food and                      Natural Resources                      (Choose Standards)                      1-2-3-4-5-6</p> <p><b>CAREER                      PATHWAYS                      INCLUDE</b></p> <p><b>A. Power, Structural                      and Technical Systems</b>                      (Choose Standards)                      1-2-3-4-5</p> <p><b>B. 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		<p>visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. H</u>            Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u>            Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.11-12. G</u>            Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u>            Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u>            Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.J</u>  <u>Standard CC.3.5.11-12.J</u>            By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	<p>writing products.</p> <p><b>RESEARCH (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.F</u></li> <li>• <u>Standard CC.3.6.11-12.F</u></li> </ul> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.G</u></li> <li>• <u>Standard CC.3.6.11-12.G</u></li> </ul> <p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.H</u></li> <li>• <u>Standard CC.3.6.11-12.H</u></li> </ul> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.I</u>            &amp;            • <u>Standard CC.3.5.11-12.I</u></li> </ul> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	

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Secondary Competency Task List With Unit and Task Numbers High School Graduation Years: 2011, 2012 and 2013	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
<b>400 SOLICIT CUSTOMERS AND ORDERS.</b>				
401 Analyze sales activities or trends. 402 Prepare a list of prospective customers. 403 Use product knowledge and customer's need to solicit an order from established or new customers. 404 Access media advertising services.	<p><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>            (Choose Standards)            1-2-3-4-5-6</p> <p><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>            (Choose Standards)            1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>            (Choose Standards)            1-2-3-4</p> <p><b>NOTE:</b>            Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12. A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10 B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.C</a></li> <li>• <a href="#">Standard CC.3.5.11-12.C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12.D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.E</a></li> <li>• <a href="#">Standard CC.3.5.11-12.E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.F</a></li> <li>• <a href="#">Standard CC.3.5.11-12.F</a></li> </ul> <p>Analyze the author's purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.G</a></li> </ul> <p>Translate quantitative or technical</p>	<p><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.A</a></li> <li>• <a href="#">Standard CC.3.6.11-12.A</a></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.B</a></li> <li>• <a href="#">Standard CC.3.6.11-12.B</a></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.C</a></li> <li>• <a href="#">Standard CC.3.6.11-12.C</a></li> </ul> <p>-Produce clear and coherent writing ...            ...appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10 D</a></li> <li>• <a href="#">Standard CC.3.6.11-12.D</a></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.E</a></li> <li>• <a href="#">Standard CC.3.6.11-12.E</a></li> </ul> <p>Use technology, including the Internet, to produce, publish, and update</p>	

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<p style="text-align: center;">Secondary Competency Task List                      With Unit and Task Numbers                      High School Graduation Years: 2011, 2012 and 2013</p>	<p style="text-align: center;">Common Career                      Technical Core                      Standards</p>	<p style="text-align: center;">CCS Standards For Reading for                      Technical Subjects                      Standard 3.5</p>	<p style="text-align: center;">CCS Standards For                      Writing for Technical                      Subjects - Standard 3.6</p>	<p style="text-align: center;">CCS Standards                      For Mathematics                      Standard 2.0</p>
		<p>information expressed in a text into visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. H</u>                      Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u>                      Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.11-12. G</u>                      Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u>                      Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u>                      Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.J</u>  <u>Standard CC.3.5.11-12.J</u></li> </ul> <p>By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.F</u></li> <li>• <u>Standard CC.3.6.11-12.F</u></li> </ul> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.G</u></li> <li>• <u>Standard CC.3.6.11-12.G</u></li> </ul> <p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.H.</u></li> <li>• <u>Standard CC.3.6.11-12.H.</u></li> </ul> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.I</u>                      &amp;</li> <li>• <u>Standard CC.3.5.11-12.I.</u></li> </ul> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	

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<p><b>500 PROVIDE CUSTOMER INFORMATION.</b></p>	<p><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and  Natural Resources</b>  (Choose Standards)  1-2-3-4-5-6</p> <p><b>CAREER  PATHWAYS  INCLUDE</b></p> <p><b>A. Power, Structural  and Technical Systems</b>  (Choose Standards)  1-2-3-4-5</p> <p><b>B. Natural Resources  Systems</b>  (Choose Standards)  1-2-3-4</p> <p><b>NOTE:</b>  Please refer to the  <u>Common Core  Technical  Standards</u> booklet if  you wish to add  more Career  Pathways for your  local geographic  area.</p>	<p><b>KEY IDEAS/DETAILS  (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. A</u></li> <li>• <u>Standard CC.3.5.11-12 A</u></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10 B</u></li> <li>• <u>Standard CC.3.5.11-12. B</u></li> </ul> <p>Determine the central ideas or  conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.C</u></li> <li>• <u>Standard CC.3.5.11-12.C</u></li> </ul> <p>Follow precisely a complex  multistep procedure, etc..</p> <p><b>CRAFT &amp; STRUCTURE  (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. D</u></li> <li>• <u>Standard CC.3.5.11-12.D</u></li> </ul> <p>Determine the meaning of symbols,  key terms, and other domain-  specific words.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.E</u></li> <li>• <u>Standard CC.3.5.11-12.E</u></li> </ul> <p>Analyze the structure of the  relationships among concepts in a  text, etc.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.F</u></li> <li>• <u>Standard CC.3.5.11-12.F</u></li> </ul> <p>Analyze the author’s purpose in  providing an explanation,  describing a procedure... and  Analyze the structure of the  relationships among concepts in a  text.</p> <p><b>INTEGRATE KNOWLEDGE &amp;  IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.G</u></li> </ul> <p>Translate quantitative or technical  information expressed in a text into</p>	<p><b>TEXT TYPES AND  PURPOSE (FOR GRADES  9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.A</u></li> <li>• <u>Standard CC.3.6.11-12.A</u></li> </ul> <p>Write arguments focused  on discipline-specific  content.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.B</u></li> <li>• <u>Standard CC.3.6.11-  12.B</u></li> </ul> <p>Write informative or  explanatory texts, including  the narration of technical  processes, etc.</p> <p><b>PRODUCTION &amp; DIST.  OF WRITING- (FOR  GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.C</u></li> <li>• <u>Standard CC.3.6.11-12 C</u></li> </ul> <p>-Produce clear and  coherent writing ...  ...appropriate to task,  purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10 D</u></li> <li>• <u>Standard CC.3.6.11-12.D</u></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.E</u></li> <li>• <u>Standard CC.3.6.11-12.E.</u></li> </ul> <p>Use technology, including  the Internet, to produce,  publish, and update  individual or shared</p>	<p><b>MATH STANDARD  AREA: NUMBERS AND  OPERATIONS  (FOR H.S.)</b></p> <p><b>Standard 2.1.HS.F.2</b>  Apply properties of rational  and irrational numbers to  solve real world or  mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b>  Use units as a way to  understand problems and to  guide the solution of multi-  step problems.</p> <p><b>Standard 2.1.HS.F.5</b>  Choose a level of accuracy  appropriate to limitations on  measurement when  reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b>  Extend the knowledge of  arithmetic operations and  apply to complex numbers.</p>

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<b>600 COMPLETE A SALE.</b>				
601 Use sales techniques based on the customer.	<p style="background-color: #d9ead3;"><b>CAREER CLUSTER:</b> Agriculture, Food and Natural Resources (Choose Standards) 1-2-3-4-5-6</p> <p style="background-color: #d9ead3;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b> (Choose Standards) 1-2-3-4</p> <p style="background-color: #d9ead3;"><b>NOTE:</b> Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p style="background-color: #d9ead3;"><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12. A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. C</a></li> <li>• <a href="#">Standard CC.3.5.11-12. C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #d9ead3;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12. D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. E</a></li> <li>• <a href="#">Standard CC.3.5.11-12. E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. F</a></li> <li>• <a href="#">Standard CC.3.5.11-12. F</a></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #d9ead3;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. G</a></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>	<p style="background-color: #d9ead3;"><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.A</a></li> <li>• <a href="#">Standard CC.3.6.11-12.A</a></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.B</a></li> <li>• <a href="#">Standard CC.3.6.11-12.B</a></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p style="background-color: #d9ead3;"><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.C</a></li> <li>• <a href="#">Standard CC.3.6.11-12.C</a></li> </ul> <p>-Produce clear and coherent writing ... appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.D</a></li> <li>• <a href="#">Standard CC.3.6.11-12.D</a></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.E</a></li> <li>• <a href="#">Standard CC.3.6.11-12.E</a></li> </ul> <p>Use technology, including the Internet, to produce, publish, and update individual or shared</p>	<p style="background-color: #d9ead3;"><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p style="background-color: #d9ead3;"><b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p style="background-color: #d9ead3;"><b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p style="background-color: #d9ead3;"><b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p style="background-color: #d9ead3;"><b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
602 Compute financial data.				
603 Identify steps to arrange for trial installations of equipment.				
604 Negotiate term of sale or services with customer.				

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<p style="text-align: center;">Secondary Competency Task List                      With Unit and Task Numbers                      High School Graduation Years: 2011, 2012 and 2013</p>	<p style="text-align: center;">Common Career                      Technical Core                      Standards</p>	<p style="text-align: center;">CCS Standards For Reading for                      Technical Subjects                      Standard 3.5</p>	<p style="text-align: center;">CCS Standards For                      Writing for Technical                      Subjects - Standard 3.6</p>	<p style="text-align: center;">CCS Standards                      For Mathematics                      Standard 2.0</p>
		<p>visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. H</u>                      Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u>                      Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.11-12. G</u>                      Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u>                      Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u>                      Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.J</u>  <u>Standard CC.3.5.11-12.J</u>                      By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	<p>writing products.</p> <p><b>RESEARCH (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.F</u></li> <li>• <u>Standard CC.3.6.11-12.F</u></li> </ul> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.G</u></li> <li>• <u>Standard CC.3.6.11-12.G</u></li> </ul> <p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.H</u></li> <li>• <u>Standard CC.3.6.11-12.H</u></li> </ul> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.I</u>                      &amp;                      • <u>Standard CC.3.5.11-12.I</u></li> </ul> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	

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<b>700 SALE FOLLOW-THROUGH</b>				
701 Identify steps to arrange a delivery schedule. 702 Conduct training in product use. 703 Provide customer service needs.	<p style="background-color: #c0e0c0;"><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>            (Choose Standards)            1-2-3-4-5-6</p> <p style="background-color: #c0e0c0;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>            (Choose Standards)            1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>            (Choose Standards)            1-2-3-4</p> <p style="background-color: #c0e0c0;"><b>NOTE:</b>            Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p style="background-color: #c0c0e0;"><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12. A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10 B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.C</a></li> <li>• <a href="#">Standard CC.3.5.11-12.C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #c0c0e0;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12.D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.E</a></li> <li>• <a href="#">Standard CC.3.5.11-12.E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.F</a></li> <li>• <a href="#">Standard CC.3.5.11-12.F</a></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #c0c0e0;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.G</a></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>		

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<b>800 MANAGE NATURAL RESOURCES.</b>				
801 Identify renewable and non-renewable natural resources. 802 Define soil erosion and what causes soil erosion. 803 Explain the hydrologic cycle. 804 Identify the various types of land uses.	<p style="background-color: #d4edda; margin: 0;"><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>            (Choose Standards)            1-2-3-4-5-6</p> <p style="background-color: #d4edda; margin: 0;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>            (Choose Standards)            1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>            (Choose Standards)            1-2-3-4</p> <p style="background-color: #d4edda; margin: 0;"><b>NOTE:</b>            Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p style="background-color: #d1ecf1; margin: 0;"><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.A</a></li> <li>• <a href="#">Standard CC.3.5.11-12.A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.B</a></li> <li>• <a href="#">Standard CC.3.5.11-12.B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.C</a></li> <li>• <a href="#">Standard CC.3.5.11-12.C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #d1ecf1; margin: 0;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.D</a></li> <li>• <a href="#">Standard CC.3.5.11-12.D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.E</a></li> <li>• <a href="#">Standard CC.3.5.11-12.E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.F</a></li> <li>• <a href="#">Standard CC.3.5.11-12.F</a></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #d1ecf1; margin: 0;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.G</a></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>	<p style="background-color: #fff3cd; margin: 0;"><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.A</a></li> <li>• <a href="#">Standard CC.3.6.11-12.A</a></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.B</a></li> <li>• <a href="#">Standard CC.3.6.11-12.B</a></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p style="background-color: #fff3cd; margin: 0;"><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.C</a></li> <li>• <a href="#">Standard CC.3.6.11-12.C</a></li> </ul> <p>-Produce clear and coherent writing ...            ...appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.D</a></li> <li>• <a href="#">Standard CC.3.6.11-12.D</a></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.E</a></li> <li>• <a href="#">Standard CC.3.6.11-12.E</a></li> </ul> <p>Use technology, including the Internet, to produce, publish, and update individual or shared</p>	

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<b>900 HISTORICAL APPLICATIONS AND FUTURE IMPLICATIONS OF AGRICULTURAL POWER AND SYSTEMS TECHNOLOGIES.</b>				
<p>901 Describe and discuss the historical development of agricultural power and systems technologies.</p> <p>902 Identify global applications of agricultural power and systems technologies.</p> <p>903 Identify emerging technologies and their potential impact.</p> <p>904 Identify methods of changing appropriate technology for various applications (size, social and cultural).</p>	<p style="background-color: #d9ead3;"><b>CAREER CLUSTER:</b> Agriculture, Food and Natural Resources (Choose Standards) 1-2-3-4-5-6</p> <p style="background-color: #d9ead3;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b> (Choose Standards) 1-2-3-4</p> <p style="background-color: #d9ead3;"><b>NOTE:</b> Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p style="background-color: #d9ead3;"><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12 A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10 B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.C</a></li> <li>• <a href="#">Standard CC.3.5.11-12.C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #d9ead3;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12.D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.E</a></li> <li>• <a href="#">Standard CC.3.5.11-12.E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.F</a></li> <li>• <a href="#">Standard CC.3.5.11-12.F</a></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #d9ead3;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.G</a></li> </ul>	<p style="background-color: #d9ead3;"><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.A</a></li> <li>• <a href="#">Standard CC.3.6.11-12.A</a></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.B</a></li> <li>• <a href="#">Standard CC.3.6.11-12.B</a></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p style="background-color: #d9ead3;"><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.C</a></li> <li>• <a href="#">Standard CC.3.6.11-12 C</a></li> </ul> <p>-Produce clear and coherent writing ... ...appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10 D</a></li> <li>• <a href="#">Standard CC.3.6.11-12.D</a></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.E</a></li> <li>• <a href="#">Standard CC.3.6.11-12.E.</a></li> </ul> <p>Use technology, including the Internet, to produce,</p>	

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<b>1000 DEMONSTRATE SAFETY</b>				
1001 Define the dangers in an agricultural mechanics shop and work place.	<p style="background-color: #d9ead3;"><b>CAREER CLUSTER:</b> Agriculture, Food and Natural Resources (Choose Standards) 1-2-3-4-5-6</p> <p style="background-color: #d9ead3;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b> (Choose Standards) 1-2-3-4</p> <p style="background-color: #d9ead3;"><b>NOTE:</b> Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p style="background-color: #d9ead3;"><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12 A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10 B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.C</a></li> <li>• <a href="#">Standard CC.3.5.11-12.C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #d9ead3;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12.D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.E</a></li> <li>• <a href="#">Standard CC.3.5.11-12.E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.F</a></li> <li>• <a href="#">Standard CC.3.5.11-12.F</a></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #d9ead3;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.G</a></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>	<p style="background-color: #d9ead3;"><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.A</a></li> <li>• <a href="#">Standard CC.3.6.11-12.A</a></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.B</a></li> <li>• <a href="#">Standard CC.3.6.11-12.B</a></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p style="background-color: #d9ead3;"><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.C</a></li> <li>• <a href="#">Standard CC.3.6.11-12.C</a></li> </ul> <p>-Produce clear and coherent writing ... ...appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10 D</a></li> <li>• <a href="#">Standard CC.3.6.11-12.D</a></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.E</a></li> <li>• <a href="#">Standard CC.3.6.11-12.E</a></li> </ul> <p>Use technology, including the Internet, to produce, publish, and update individual or shared</p>	
1002 List safety procedures that promote avoidance of shop hazards and accident reduction.				
1003 Identify safety colors used on signs and icons in the agriculture industry.				
1004 Identify and demonstrate wearing of personal protective equipment.				
1005 Identify and use proper fire fighting equipment.				
1006 Demonstrate positive safety attitudes and responsibilities.				
1007 Demonstrate safety rules and regulations.				
1008 Describe regulations, safety and consumer protection.				
1009 Demonstrate first aid methods and procedures using supplies in a first aid kit.				

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<p style="text-align: center;">Secondary Competency Task List            With Unit and Task Numbers            High School Graduation Years: 2011, 2012 and 2013</p>	<p style="text-align: center;">Common Career            Technical Core            Standards</p>	<p style="text-align: center;">CCS Standards For Reading for            Technical Subjects            Standard 3.5</p>	<p style="text-align: center;">CCS Standards For            Writing for Technical            Subjects - Standard 3.6</p>	<p style="text-align: center;">CCS Standards            For Mathematics            Standard 2.0</p>
		<p>visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. H</u>            Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u>            Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.11-12. G</u>            Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u>            Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u>            Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.J</u>  <u>Standard CC.3.5.11-12.J</u>            By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	<p>writing products.</p> <p><b>RESEARCH (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.F</u></li> <li>• <u>Standard CC.3.6.11-12.F</u></li> </ul> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.G</u></li> <li>• <u>Standard CC.3.6.11-12.G</u></li> </ul> <p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.H</u></li> <li>• <u>Standard CC.3.6.11-12.H</u></li> </ul> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.I</u>            &amp;            • <u>Standard CC.3.5.11-12.I</u></li> </ul> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	

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Secondary Competency Task List With Unit and Task Numbers High School Graduation Years: 2011, 2012 and 2013	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
<b>1100 TOOLS, EQUIPMENT, AND HARDWARE</b>				
<p>1101 Identify, select, adjust, maintain and safely used common hand tools and power tools.</p> <p>1102 Identify various gauges and testers used in agricultural power equipment.</p> <p>1103 Demonstrate proper and safe use of air operated equipment.</p> <p>1104 Adjust, maintain and safely use electrical powered shop equipment.</p> <p>1105 Demonstrate the proper installation and application of common hardware items like nails, screws, bolts and rivets.</p> <p>1106 Demonstrate accurate use of measurement devices and techniques for calculating measurement including the metric system.</p>	<p><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>            (Choose Standards)            1-2-3-4-5-6</p> <p style="background-color: #90ee90;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>            (Choose Standards)            1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>            (Choose Standards)            1-2-3-4</p> <p style="background-color: #90ee90;"><b>NOTE:</b>            Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. A</u></li> <li>• <u>Standard CC.3.5.11-12. A</u></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. B</u></li> <li>• <u>Standard CC.3.5.11-12. B</u></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. C</u></li> <li>• <u>Standard CC.3.5.11-12. C</u></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #add8e6;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. D</u></li> <li>• <u>Standard CC.3.5.11-12. D</u></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. E</u></li> <li>• <u>Standard CC.3.5.11-12. E</u></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. F</u></li> <li>• <u>Standard CC.3.5.11-12. F</u></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #add8e6;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. G</u></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>	<p style="background-color: #ffcc99;"><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p style="background-color: #ffcc99;"><b>Standard 2.1.HS.F.2</b>            Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p style="background-color: #ffcc99;"><b>Standard 2.1.HS.F.4</b>            Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p style="background-color: #ffcc99;"><b>Standard 2.1.HS.F.5</b>            Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p style="background-color: #ffcc99;"><b>Standard 2.1.HS.F.6</b>            Extend the knowledge of arithmetic operations and apply to complex numbers.</p>	

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		<p>visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.9-10. H</b>              Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <b>Standard CC.3.5.9-10. I</b>              Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.11-12. G</b>              Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <b>Standard CC.3.5.11-12. H</b>              Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <b>Standard CC.3.5.11-12. I</b>              Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>              By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>		

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<b>1200 MATERIAL FABRICATION AND WELDING</b>				
1201 Identify and select various types of metals.	<p style="background-color: #d4edda; margin: 0;"><b>CAREER CLUSTER:</b> Agriculture, Food and Natural Resources (Choose Standards) 1-2-3-4-5-6</p> <p style="background-color: #d4edda; margin: 0;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b> (Choose Standards) 1-2-3-4</p> <p style="background-color: #d4edda; margin: 0;"><b>NOTE:</b> Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p style="background-color: #d1ecf1; margin: 0;"><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12. A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. C</a></li> <li>• <a href="#">Standard CC.3.5.11-12. C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #d1ecf1; margin: 0;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12. D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. E</a></li> <li>• <a href="#">Standard CC.3.5.11-12. E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. F</a></li> <li>• <a href="#">Standard CC.3.5.11-12. F</a></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #d1ecf1; margin: 0;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. G</a></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>	<p style="background-color: #fff3cd; margin: 0;"><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p style="background-color: #fff3cd; margin: 0;"><b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p style="background-color: #fff3cd; margin: 0;"><b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p style="background-color: #fff3cd; margin: 0;"><b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p style="background-color: #fff3cd; margin: 0;"><b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>	
1202 Identify and select various types of welding and cutting equipment including oxyacetylene and plasma arc..				
1203 Select, adjust, operate and maintain oxy-fuel equipment with and without filler rods.				
1204 Identify and weld various joints to include fillet butt joint, vertical tee joint, double bevel joint and fillet tee joint.				
1205 Use soldering equipment.				
1206 Operate woodworking equipment/machinery.				
1207 Design a building for an application in agriculture using new technologies.				
1208 Repair sheet metal products.				
1209 Fabricate a product by hand.				

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<p><b>1300 PERFORM CORE MECHANICS SKILLS.</b></p> <p>1301 Read blueprints and schematics.</p> <p>1302 Read work order, instructions, formulas or processing charts.</p> <p>1303 Maintain repair records.</p> <p>1304 Record details of repairs made and parts used.</p> <p>1305 Calculate bills according to record of repairs made, labor time and parts used.</p>	<p><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>            (Choose Standards)            1-2-3-4-5-6</p> <p><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>            (Choose Standards)            1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>            (Choose Standards)            1-2-3-4</p> <p><b>NOTE:</b>            Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. A</u></li> <li>• <u>Standard CC.3.5.11-12. A</u></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. B</u></li> <li>• <u>Standard CC.3.5.11-12. B</u></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. C</u></li> <li>• <u>Standard CC.3.5.11-12. C</u></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. D</u></li> <li>• <u>Standard CC.3.5.11-12. D</u></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. E</u></li> <li>• <u>Standard CC.3.5.11-12. E</u></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. F</u></li> <li>• <u>Standard CC.3.5.11-12. F</u></li> </ul> <p>Analyze the author's purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. G</u></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>	<p><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p><b>Standard 2.1.HS.F.2</b>            Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b>            Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p><b>Standard 2.1.HS.F.5</b>            Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b>            Extend the knowledge of arithmetic operations and apply to complex numbers.</p>	

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		<p>visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <b><u>Standard CC.3.5.9-10. H</u></b>                      Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <b><u>Standard CC.3.5.9-10. I</u></b>                      Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <b><u>Standard CC.3.5.11-12. G</u></b>                      Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <b><u>Standard CC.3.5.11-12. H</u></b>                      Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <b><u>Standard CC.3.5.11-12. I</u></b>                      Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <b><u>Standard CC.3.5.9-10.J</u></b>  <b><u>Standard CC.3.5.11-12.J</u></b>                      By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>		

**Agriculture Mechanization, General (CIP 01.0201)**  
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Secondary Competency Task List With Unit and Task Numbers High School Graduation Years: 2011, 2012 and 2013	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
<b>1400 ENGINE SYSTEMS</b>				
1401 Define mechanical power, work, torque, and horsepower.	<p style="background-color: #d9ead3;"><b>CAREER CLUSTER:</b> Agriculture, Food and Natural Resources (Choose Standards) 1-2-3-4-5-6</p> <p style="background-color: #d9ead3;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b> (Choose Standards) 1-2-3-4</p> <p style="background-color: #d9ead3;"><b>NOTE:</b> Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p style="background-color: #d9ead3;"><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12 A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10 B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.C</a></li> <li>• <a href="#">Standard CC.3.5.11-12.C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #d9ead3;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12.D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.E</a></li> <li>• <a href="#">Standard CC.3.5.11-12.E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.F</a></li> <li>• <a href="#">Standard CC.3.5.11-12.F</a></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #d9ead3;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.G</a></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>	<p style="background-color: #d9ead3;"><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.A</a></li> <li>• <a href="#">Standard CC.3.6.11-12.A</a></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.B</a></li> <li>• <a href="#">Standard CC.3.6.11-12.B</a></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p style="background-color: #d9ead3;"><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.C</a></li> <li>• <a href="#">Standard CC.3.6.11-12.C</a></li> </ul> <p>-Produce clear and coherent writing ...</p> <p>...appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10 D</a></li> <li>• <a href="#">Standard CC.3.6.11-12.D</a></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.E</a></li> <li>• <a href="#">Standard CC.3.6.11-12.E.</a></li> </ul> <p>Use technology, including the Internet, to produce, publish, and update individual or shared</p>	<p style="background-color: #d9ead3;"><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p><b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p><b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
1402 Describe the purpose of drawbar power, Power Take-Off (PTO) power and brake power.				
1403 Define the purpose of a clutch and demonstrate how to remove and reinstall a clutch in a drive train.				
1404 Define the purpose of gears, bearings and seals.				
1405 List and describe the operation of two-and four-stroke engines.				
1406 Demonstrate the use of specialized tools for small engines such as wheel pullers, cylinder honing tools and micrometers				
1407 List and repair a manual transmission used in a tractor.				
1408 List the principles of operation for spark and compression ignition engines.				
1409 Demonstrate the use of measuring and calibration devices.				
1410 List and Identify the components and function of engine parts.				
1411 Disassemble and reassemble an engine using all diagnostic tools.				
1412 Troubleshoot an engine and return it to working				

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<p style="text-align: center;">Secondary Competency Task List  With Unit and Task Numbers  High School Graduation Years: 2011, 2012 and 2013</p>	<p style="text-align: center;">Common Career  Technical Core  Standards</p>	<p style="text-align: center;">CCS Standards For Reading for  Technical Subjects  Standard 3.5</p>	<p style="text-align: center;">CCS Standards For  Writing for Technical  Subjects - Standard 3.6</p>	<p style="text-align: center;">CCS Standards  For Mathematics  Standard 2.0</p>
<p>order.</p> <p>1413 Select engine coolants, lubricants, fuels, engine additives, electrical components and drive systems needed for various applications.</p> <p>1414 Identify the various types of diesel engines used in agricultural power.</p> <p>1415 Identify the components of a diesel engine.</p> <p>1416 Identify the components and describe their function.</p> <p>1417 List the engine diesel systems and their components.</p> <p>1418 Disassemble and reassemble a diesel engine.</p>		<p>visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.9-10. H</b>  Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <b>Standard CC.3.5.9-10. I</b>  Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.11-12. G</b>  Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <b>Standard CC.3.5.11-12. H</b>  Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <b>Standard CC.3.5.11-12. I</b>  Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>  By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	<p>writing products.</p> <p><b>RESEARCH (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.6.9-10.F</b></li> <li>• <b>Standard CC.3.6.11-12.F</b></li> </ul> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.6.9-10.G</b></li> <li>• <b>Standard CC.3.6.11-12.G</b></li> </ul> <p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.6.9-10.H</b></li> <li>• <b>Standard CC.3.6.11-12.H</b></li> </ul> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.9-10.I</b>  &amp;</li> <li>• <b>Standard CC.3.5.11-12.I</b></li> </ul> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	

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<p style="text-align: center;">Secondary Competency Task List                      With Unit and Task Numbers                      High School Graduation Years: 2011, 2012 and 2013</p>	<p style="text-align: center;">Common Career                      Technical Core                      Standards</p>	<p style="text-align: center;">CCS Standards For Reading for                      Technical Subjects                      Standard 3.5</p>	<p style="text-align: center;">CCS Standards For                      Writing for Technical                      Subjects - Standard 3.6</p>	<p style="text-align: center;">CCS Standards                      For Mathematics                      Standard 2.0</p>
<p><b>1500 VEHICLE AND FARM EQUIPMENT SYSTEMS</b></p>	<p><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>                      (Choose Standards)                      1-2-3-4-5-6</p> <p><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>                      (Choose Standards)                      1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>                      (Choose Standards)                      1-2-3-4</p> <p><b>NOTE:</b>                      Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12 A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10 B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.C</a></li> <li>• <a href="#">Standard CC.3.5.11-12.C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12.D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.E</a></li> <li>• <a href="#">Standard CC.3.5.11-12.E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.F</a></li> <li>• <a href="#">Standard CC.3.5.11-12.F</a></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.G</a></li> </ul> <p>Translate quantitative or technical</p>		
<p>1501 Identify and describe Ag equipment and their operations.</p>				
<p>1502 Locate and use a repair manual to diagnose malfunctions of various types of agricultural equipment.</p>				
<p>1503 Test a vehicle to determine installation, service or repair needed.</p>				
<p>1504 Service vehicle with water, fuel or oil.</p>				

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		<p>information expressed in a text into visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.9-10. H</b>              Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <b>Standard CC.3.5.9-10. I</b>              Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.11-12. G</b>              Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <b>Standard CC.3.5.11-12. H</b>              Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <b>Standard CC.3.5.11-12. I</b>              Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>              By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>		

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<b>1600 MACHINERY AND EQUIPMENT SYSTEMS</b>					
1601	Review operating and service manuals and schedules and conduct procedures as needed.	<p><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>            (Choose Standards)            1-2-3-4-5-6</p> <p><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>            (Choose Standards)            1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>            (Choose Standards)            1-2-3-4</p> <p><b>NOTE:</b>            Please refer to the <b>Common Core Technical Standards</b> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12. A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. C</a></li> <li>• <a href="#">Standard CC.3.5.11-12. C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12. D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. E</a></li> <li>• <a href="#">Standard CC.3.5.11-12. E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. F</a></li> <li>• <a href="#">Standard CC.3.5.11-12. F</a></li> </ul> <p>Analyze the author's purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. G</a></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>	<p><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.A</a></li> <li>• <a href="#">Standard CC.3.6.11-12.A</a></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.B</a></li> <li>• <a href="#">Standard CC.3.6.11-12.B</a></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.C</a></li> <li>• <a href="#">Standard CC.3.6.11-12.C</a></li> </ul> <p>-Produce clear and coherent writing ...</p> <p>...appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.D</a></li> <li>• <a href="#">Standard CC.3.6.11-12.D</a></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.E</a></li> <li>• <a href="#">Standard CC.3.6.11-12.E</a></li> </ul> <p>Use technology, including the Internet, to produce, publish, and update individual or shared</p>	<p><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p><b>Standard 2.1.HS.F.2</b>            Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b>            Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p><b>Standard 2.1.HS.F.5</b>            Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b>            Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
1602	Perform safety inspections in industrial, manufacturing or repair setting.				
1603	Adjust or set mechanical controls or components.				
1604	Select, measure, use and calibrate testing devices and the machines.				
1605	Move or fit heavy objects.				
1606	Perform disassembly and assembly procedures.				
1607	Select, connect, engage and operate machinery and power units.				
1608	Lubricate machinery, equipment or parts.				
1609	Demonstrate the correct selection and use of agricultural machinery and equipment systems.				
1610	Demonstrate the use of auxiliary systems including hydraulics, pneumatics and electronics.				
1611	Conduct troubleshooting procedures.				
1612	Test electrical/electronic wiring, equipment, systems or fixtures.				
1613	Repair or replace electrical wiring, circuits, fixtures or equipment.				

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		<p>visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. H</u>                      Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u>                      Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.11-12. G</u>                      Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u>                      Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u>                      Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.J</u>  <u>Standard CC.3.5.11-12.J</u>                      By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	<p>writing products.</p> <p><b>RESEARCH (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.F</u></li> <li>• <u>Standard CC.3.6.11-12.F</u></li> </ul> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.G</u></li> <li>• <u>Standard CC.3.6.11-12.G</u></li> </ul> <p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.H</u></li> <li>• <u>Standard CC.3.6.11-12.H</u></li> </ul> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.I</u>                      &amp;</li> <li>• <u>Standard CC.3.5.11-12.I</u></li> </ul> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	

**Agriculture Mechanization, General (CIP 01.0201)**  
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Secondary Competency Task List With Unit and Task Numbers High School Graduation Years: 2011, 2012 and 2013	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
<b>1700 ENERGY SYSTEMS</b>				
1701 Identify the parts and functions of specific energy systems to include electrical power, solar power, wind power, mechanical power and chemical/carbon-based power systems.	<p style="background-color: #d9ead3;"><b>CAREER CLUSTER:</b> Agriculture, Food and Natural Resources (Choose Standards) 1-2-3-4-5-6</p> <p style="background-color: #d9ead3;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b> (Choose Standards) 1-2-3-4</p> <p style="background-color: #d9ead3;"><b>NOTE:</b> Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p style="background-color: #d9ead3;"><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12. A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. C</a></li> <li>• <a href="#">Standard CC.3.5.11-12. C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #d9ead3;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12. D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. E</a></li> <li>• <a href="#">Standard CC.3.5.11-12. E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. F</a></li> <li>• <a href="#">Standard CC.3.5.11-12. F</a></li> </ul> <p>Analyze the author’s purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #d9ead3;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. G</a></li> </ul> <p>Translate quantitative or technical information expressed in a text into</p>	<p style="background-color: #d9ead3;"><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.A</a></li> <li>• <a href="#">Standard CC.3.6.11-12.A</a></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.B</a></li> <li>• <a href="#">Standard CC.3.6.11-12.B</a></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p> <p style="background-color: #d9ead3;"><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.C</a></li> <li>• <a href="#">Standard CC.3.6.11-12.C</a></li> </ul> <p>-Produce clear and coherent writing ... ...appropriate to task, purpose, and audience.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.D</a></li> <li>• <a href="#">Standard CC.3.6.11-12.D</a></li> </ul> <p>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> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.E</a></li> <li>• <a href="#">Standard CC.3.6.11-12.E</a></li> </ul> <p>Use technology, including the Internet, to produce, publish, and update individual or shared</p>	<p style="background-color: #d9ead3;"><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p style="background-color: #d9ead3;"><b>Standard 2.1.HS.F.2</b> Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p style="background-color: #d9ead3;"><b>Standard 2.1.HS.F.4</b> Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p style="background-color: #d9ead3;"><b>Standard 2.1.HS.F.5</b> Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p style="background-color: #d9ead3;"><b>Standard 2.1.HS.F.6</b> Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
1702 Perform energy system maintenance, testing and evaluation.				
1703 Discuss and explain the operating principles for energy systems.				
1704 Explain and describe the principles of power transmission, heat transfer, evaporation, fluid movement, conductivity, satellite transmission, conservation and regulations.				
1705 Identify computer applications, remote sensing and automatic controls to manage systems.				
1706 Identify and investigate emerging technologies and their economic impact on energy systems.				
1707 Identify appropriate industry standards for energy systems.				

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<p style="text-align: center;">Secondary Competency Task List            With Unit and Task Numbers            High School Graduation Years: 2011, 2012 and 2013</p>	<p style="text-align: center;">Common Career            Technical Core            Standards</p>	<p style="text-align: center;">CCS Standards For Reading for            Technical Subjects            Standard 3.5</p>	<p style="text-align: center;">CCS Standards For            Writing for Technical            Subjects - Standard 3.6</p>	<p style="text-align: center;">CCS Standards            For Mathematics            Standard 2.0</p>
		<p>visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. H</u>            Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u>            Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.11-12. G</u>            Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u>            Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u>            Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.J</u>  <u>Standard CC.3.5.11-12.J</u>            By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	<p>writing products.</p> <p><b>RESEARCH (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.F</u></li> <li>• <u>Standard CC.3.6.11-12.F</u></li> </ul> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.G</u></li> <li>• <u>Standard CC.3.6.11-12.G</u></li> </ul> <p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.H</u></li> <li>• <u>Standard CC.3.6.11-12.H</u></li> </ul> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.I</u>            &amp;            • <u>Standard CC.3.5.11-12.I</u></li> </ul> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	

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<b>1800 STRUCTURAL SYSTEMS</b>				
1801 Explain a site evaluation and determine elevation, slope and cut and fill requirements.	<p style="background-color: #d9ead3;"><b>CAREER CLUSTER:</b> Agriculture, Food and Natural Resources (Choose Standards) 1-2-3-4-5-6</p> <p style="background-color: #d9ead3;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b> (Choose Standards) 1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b> (Choose Standards) 1-2-3-4</p> <p style="background-color: #d9ead3;"><b>NOTE:</b> Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p style="background-color: #d9ead3;"><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. 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1802 Interpret plans and drawings for structures with consideration to building codes, regulations and inspection requirements.				
1803 Develop an itemized bill of materials, determine costs, delivery and storage requirements and construction time.				
1804 Layout a structure foundation, erect batter boards and frames and/or forms.				
1805 Identify and evaluate building construction materials, methods and styles.				
1806 Calculate ventilation, insulation, heating, cooling, lighting, electrical, water and waste handling needs.				
1807 Calculate, mix and finish concrete and masonry units.				
1808 Design and construct wall and roofing systems.				
1809 Design, form and pour stepping stones for a garden.				

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		<p>visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. H</u>                      Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u>                      Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.11-12. G</u>                      Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u>                      Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u>                      Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.J</u>  <u>Standard CC.3.5.11-12.J</u>                      By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>	<p>writing products.</p> <p><b>RESEARCH (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.F</u></li> <li>• <u>Standard CC.3.6.11-12.F</u></li> </ul> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.G.</u></li> <li>• <u>Standard CC.3.6.11-12.G</u></li> </ul> <p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.H.</u></li> <li>• <u>Standard CC.3.6.11-12.H.</u></li> </ul> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.I</u>                      &amp;</li> <li>• <u>Standard CC.3.5.11-12.I.</u></li> </ul> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	<p>Verify and apply geometric theorems as they relate to Geometric figures.</p> <p><u>Standard 2.3.HS.A.13</u></p> <p>Analyze relationships between two-dimensional and three-dimensional objects.</p>

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<p><b>1900 DEMONSTRATE WOOD FRAME CONSTRUCTION</b></p>	<p><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>                      (Choose Standards)                      1-2-3-4-5-6</p> <p><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>                      (Choose Standards)                      1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>                      (Choose Standards)                      1-2-3-4</p> <p><b>NOTE:</b>                      Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>			<p style="text-align: center;"><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p><b>Standard 2.1.HS.F.2</b>                      Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p> <p><b>Standard 2.1.HS.F.4</b>                      Use units as a way to understand problems and to guide the solution of multi-step problems.</p> <p><b>Standard 2.1.HS.F.5</b>                      Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p> <p><b>Standard 2.1.HS.F.6</b>                      Extend the knowledge of arithmetic operations and apply to complex numbers.</p> <p style="text-align: center;"><b>STANDARD AREA: ALGEBRA</b></p> <p><b>Standard 2.2.HS.C.9</b>                      Prove the Pythagorean identity and use it to calculate trigonometric ratios.</p> <p style="text-align: center;"><b>STANDARD AREA: GEOMETRY</b></p> <p><b>Standard 2.3.HS.A.7</b>                      Apply trigonometric ratios to solve problems involving right triangles.</p>
<p>1901 Select lumber for a specific application for an agricultural structure.</p>				
<p>1902 Identify and select proper roofing materials.</p>				

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				<p><u>Standard 2.3.HS.A.3</u>                      Verify and apply                      geometric theorems as                      they relate to                      Geometric figures.  <u>Standard 2.3.HS.A.13</u>                      Analyze relationships                      between two-dimensional                      and three-dimensional                      objects.</p>

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Secondary Competency Task List With Unit and Task Numbers High School Graduation Years: 2011, 2012 and 2013	Common Career Technical Core Standards	CCS Standards For Reading for Technical Subjects Standard 3.5	CCS Standards For Writing for Technical Subjects - Standard 3.6	CCS Standards For Mathematics Standard 2.0
<b>2000 PLUMBING, IRRIGATION, AND WATER SYSTEMS</b>				
2001 Identify the various plastic and metal components and their functions within water supply, waste and vent systems.	<p style="background-color: #90ee90;"><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>            (Choose Standards)            1-2-3-4-5-6</p> <p style="background-color: #90ee90;"><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>            (Choose Standards)            1-2-3-4-5</p> <p><b>B. Natural Resources Systems</b>            (Choose Standards)            1-2-3-4</p> <p style="background-color: #90ee90;"><b>NOTE:</b>            Please refer to the <u>Common Core Technical Standards</u> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p style="background-color: #add8e6;"><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.A</a></li> <li>• <a href="#">Standard CC.3.5.11-12.A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.B</a></li> <li>• <a href="#">Standard CC.3.5.11-12.B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.C</a></li> <li>• <a href="#">Standard CC.3.5.11-12.C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p> <p style="background-color: #add8e6;"><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.D</a></li> <li>• <a href="#">Standard CC.3.5.11-12.D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.E</a></li> <li>• <a href="#">Standard CC.3.5.11-12.E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.F</a></li> <li>• <a href="#">Standard CC.3.5.11-12.F</a></li> </ul> <p>Analyze the author's purpose in providing an explanation, describing a procedure... and Analyze the structure of the relationships among concepts in a text.</p> <p style="background-color: #add8e6;"><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.G</a></li> </ul> <p>Translate quantitative or technical</p>		
2002 Cut, assemble and pressure test components within various types of water supply systems.				
2003 Determine pump and pipe size based on water requirements, head and friction losses for water and irrigation systems.				
2004 Construct and identify the components in agricultural irrigation systems based on crop, greenhouse or landscaping needs.				
2005 Identify the requirements of a safe water supply and treatment procedures that may be needed.				

**Agriculture Mechanization, General (CIP 01.0201)**  
**Units of Instruction and Task Grid Linked To PA Common Core Standards**

<p style="text-align: center;">Secondary Competency Task List            With Unit and Task Numbers            High School Graduation Years: 2011, 2012 and 2013</p>	<p style="text-align: center;">Common Career            Technical Core            Standards</p>	<p style="text-align: center;">CCS Standards For Reading for            Technical Subjects            Standard 3.5</p>	<p style="text-align: center;">CCS Standards For            Writing for Technical            Subjects - Standard 3.6</p>	<p style="text-align: center;">CCS Standards            For Mathematics            Standard 2.0</p>
		<p>information expressed in a text into visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.9-10. H</b>            Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <b>Standard CC.3.5.9-10. I</b>            Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.11-12. G</b>            Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <b>Standard CC.3.5.11-12. H</b>            Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <b>Standard CC.3.5.11-12. I</b>            Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <b>Standard CC.3.5.9-10.J</b>  <b>Standard CC.3.5.11-12.J</b>            By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</li> </ul>		

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<p><b>2100 ENVIRONMENTAL AND NATURAL RESOURCE SYSTEMS</b></p>				
<p>2101 Identify environmental problems and use equipment and tools needed to measure the problems in livestock, crop handling, processing, nursery and landscaping, aquaculture, forestry and agribusiness industries.</p>	<p><b>CAREER CLUSTER:</b>  <b>Agriculture, Food and Natural Resources</b>            (Choose Standards)            1-2-3-4-5-6</p>	<p><b>KEY IDEAS/DETAILS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. A</a></li> <li>• <a href="#">Standard CC.3.5.11-12. A</a></li> </ul> <p>Cite specific textual evidence, etc..</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. B</a></li> <li>• <a href="#">Standard CC.3.5.11-12. B</a></li> </ul> <p>Determine the central ideas or conclusions of a text; etc.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. C</a></li> <li>• <a href="#">Standard CC.3.5.11-12. C</a></li> </ul> <p>Follow precisely a complex multistep procedure, etc..</p>	<p><b>TEXT TYPES AND PURPOSE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.A</a></li> <li>• <a href="#">Standard CC.3.6.11-12.A</a></li> </ul> <p>Write arguments focused on discipline-specific content.</p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.B</a></li> <li>• <a href="#">Standard CC.3.6.11-12.B</a></li> </ul> <p>Write informative or explanatory texts, including the narration of technical processes, etc.</p>	<p><b>MATH STANDARD AREA: NUMBERS AND OPERATIONS (FOR H.S.)</b></p> <p><b>Standard 2.1.HS.F.2</b>            Apply properties of rational and irrational numbers to solve real world or mathematical problems.</p>
<p>2102 Use various map types and aerial photos for land use, soil, watershed, wildlife and natural resource management and conservation.</p>	<p><b>CAREER PATHWAYS INCLUDE</b></p> <p><b>A. Power, Structural and Technical Systems</b>            (Choose Standards)            1-2-3-4-5</p>	<p><b>CRAFT &amp; STRUCTURE (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. D</a></li> <li>• <a href="#">Standard CC.3.5.11-12.D</a></li> </ul> <p>Determine the meaning of symbols, key terms, and other domain-specific words.</p>	<p><b>PRODUCTION &amp; DIST. OF WRITING- (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.C</a></li> <li>• <a href="#">Standard CC.3.6.11-12.C</a></li> </ul> <p>-Produce clear and coherent writing ...</p>	<p><b>Standard 2.1.HS.F.4</b>            Use units as a way to understand problems and to guide the solution of multi-step problems.</p>
<p>2103 Use global positioning systems, remote sensing and collection equipment for various applications.</p>	<p><b>B. Natural Resources Systems</b>            (Choose Standards)            1-2-3-4</p>	<p><b>ANALYZE RELATIONSHIPS (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10. E</a></li> <li>• <a href="#">Standard CC.3.5.11-12. E</a></li> </ul> <p>Analyze the structure of the relationships among concepts in a text, etc.</p>	<p><b>...appropriate to task, purpose, and audience.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10 D</a></li> <li>• <a href="#">Standard CC.3.6.11-12.D</a></li> </ul>	<p><b>Standard 2.1.HS.F.5</b>            Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.</p>
<p>2104 Read legal land descriptions and determine land areas using maps and on-site measuring techniques.</p>	<p><b>NOTE:</b>            Please refer to the <b>Common Core Technical Standards</b> booklet if you wish to add more Career Pathways for your local geographic area.</p>	<p><b>INTEGRATE KNOWLEDGE &amp; IDEAS (FOR GRADES 9-10)</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.5.9-10.G</a></li> </ul> <p>Translate quantitative or technical</p>	<p><b>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.</b></p> <ul style="list-style-type: none"> <li>• <a href="#">Standard CC.3.6.9-10.E</a></li> <li>• <a href="#">Standard CC.3.6.11-12.E</a></li> </ul> <p>Use technology, including the Internet, to produce, publish, and update</p>	<p><b>Standard 2.1.HS.F.6</b>            Extend the knowledge of arithmetic operations and apply to complex numbers.</p>
<p>2105 Identify, construct and evaluate storage and waste disposal systems and procedures.</p>				
<p>2106 Assemble environmental and natural resource systems equipment and structures.</p>				

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		<p>information expressed in a text into visual form (e.g., a table or chart).</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10. H</u>                      Assess the reasoning in a text to support the author’s claim for solving a technical problem.</li> <li>• <u>Standard CC.3.5.9-10. I</u>                      Compare and contrast findings presented in a text to those from other sources, etc.</li> </ul> <p><b>INTEGRATE KNOWLEDGE &amp; IDEAS FOR GRADES 11-12</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.11-12. G</u>                      Integrate and evaluate multiple sources of information presented in diverse formats... to solve a problem.</li> <li>• <u>Standard CC.3.5.11-12. H</u>                      Evaluate the hypotheses, data, analysis, and conclusions in a technical text, verifying the data when possible.</li> <li>• <u>Standard CC.3.5.11-12. I</u>                      Synthesize info. from a range of sources into a coherent understanding .</li> </ul> <p><b>RANGE OF READING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.J</u>  <u>Standard CC.3.5.11-12.J</u></li> </ul> <p>By the end of grades 9- 10, AND 11-12, read and comprehend technical texts independently and proficiently.</p>	<p>individual or shared writing products.</p> <p><b>RESEARCH (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.F</u></li> <li>• <u>Standard CC.3.6.11-12.F</u></li> </ul> <p>Conduct short and more sustained research to answer a question or solve a problem.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.G</u></li> <li>• <u>Standard CC.3.6.11-12.G</u></li> </ul> <p>Gather relevant information from multiple authoritative print and digital sources, following a standard format for citation.</p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.6.9-10.H.</u></li> <li>• <u>Standard CC.3.6.11-12.H.</u></li> </ul> <p>Draw evidence from informational texts to support analysis, reflection, and research.</p> <p><b>RANGE OF WRITING (FOR GRADES 9-10-11-12)</b></p> <ul style="list-style-type: none"> <li>• <u>Standard CC.3.5.9-10.I</u>                      &amp;</li> <li>• <u>Standard CC.3.5.11-12.I.</u></li> </ul> <p>Write routinely over extended time frames and shorter time frames for a range of tasks, purposes and audiences...etc.</p>	