

# SELMA HIGH SCHOOL CURRICULUM GUIDE

## Table of Contents

<a href="#">ENGLISH 9</a>					
<a href="#">ENGLISH 10</a>					
<a href="#">ENGLISH 11</a>					
<a href="#">ENGLISH 12</a>					
<a href="#">Algebra I with Probability</a>					
<a href="#">Geometry</a>					
<a href="#">Algebra II with Trigonometry</a>					
<a href="#">Pre-Calculus</a>					

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
<b>ENGLISH 9 Curriculum Alignment Guide</b>			
<b>Critical Standards</b>			<a href="#">English 9 Schools PLP Pacing Guide</a>
1. [RL.9.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)-RL.9.1	1st Nine Weeks - 4th Nine Weeks	<a href="#">Lesson 32</a> ; <a href="#">Lesson 33</a> ; <a href="#">Lesson 65</a> ; <a href="#">Lesson 75</a> ; <a href="#">Lesson 77</a> ; <a href="#">Lesson 128</a> ; <a href="#">Lesson 129</a> ; <a href="#">Lesson 130</a> ; <a href="#">Lesson 131</a> ; <a href="#">Lesson 132</a>
2. [RL.9.2] Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)-RL.9.2	1st Nine Weeks - 4th Nine Weeks	Lesson 1; Lesson 2; Lesson 3
3. [RL.9.3] Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)-RL.9.3	1st Nine Weeks - 4th Nine Weeks	Lesson 12; Lesson 13; Lesson 14; Lesson 16
4. [RL.9.4] Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.9.4	1st Nine Weeks - 3rd Nine Weeks	Lesson 19; Lesson 20; Lesson 22; Lesson 23
5. [RL.9.5] Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.9.5	2nd Nine Weeks - 4th Nine Weeks	Lesson 34; Lesson 36; Lesson 37

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
6. [RL.9.6] Analyze a particular point of view or cultural experience reflected in a work of literature from outside the United States, drawing on a wide reading of world literature.	Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.9.6	3rd Nine Weeks - 4th Nine Weeks	Lesson 64
7. [RL.9.7] Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Reading: Literature-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RL.9.7	1st Nine Weeks - 2nd Nine Weeks	Lesson 73
8. [RL.9.9] Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare).	Reading: Literature-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RL.9.9	3rd Nine Weeks	Lesson 61; Lesson 72

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
9. [RL.9.10] By the end of Grade 9, read and comprehend literature, including stories, dramas, and poems, in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading: Literature-Range of Reading and Level of Text Complexity (Standard 10)-RL.9.10	1st Nine Weeks - 4th Nine Weeks	Lesson 1; Lesson 6; Lesson 11; Lesson 16; Lesson 21; Lesson 26; Lesson 31; Lesson 36; Lesson 39; Lesson 46; Lesson 51; Lesson 56; Lesson 61; Lesson 66; Lesson 69; Lesson 76; Lesson 80; Lesson 85; Lesson 94; Lesson 96; Lesson 99; Lesson 106; Lesson 109; Lesson 115; Lesson 120; Lesson 126; Lesson 131; Lesson 135; Lesson 141; Lesson 146; Lesson 151; Lesson 155; Lesson 161; Lesson 168; Lesson 172; Lesson 176; Lesson 177; Lesson 178
10. [RI.9.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3)-RI.9.1	1st Nine Weeks - 4th Nine Weeks	Lesson 131; Lesson 132
11. [RI.9.2] Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3)-RI.9.2	1st Nine Weeks - 4th Nine Weeks	Lesson 89; Lesson 90

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
12. [RI.9.3] Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3)-RI.9.3	2nd Nine Weeks - 3rd Nine Weeks	Lesson 96; Lesson 97; Lesson 98; Lesson 146
13. [RI.9.4] Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)-RI.9.4	2nd Nine Weeks; 4th Nine Weeks	Lesson 121; Lesson 122; Lesson 123; Lesson 124; Lesson 125
14. [RI.9.5] Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)-RI.9.5	2nd Nine Weeks; 4th Nine Weeks	Lesson 147
15. [RI.9.6] Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)-RI.9.6	1st Nine Weeks- 2nd Nine Weeks; 4th Nine Weeks	Lesson 70; Lesson 72
16. [RI.9.7] Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.9.7	4th Nine Weeks	Lesson 130
17. [RI.9.8] Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.9.8	2nd Nine Weeks - 4th Nine Weeks	Lesson 138; Lesson 139

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
18. [RI.9.9] Analyze seminal European documents of historical significance (e.g., Magna Carta; English Bill of Rights; The Social Contract, or Principles of Political Right), including how they address related themes and concepts included in United States' documents of historical and literary significance. (Alabama)	Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.9.9	4th Nine Weeks	Lesson 94; Lesson 95
19. [RI.9.10] By the end of Grade 9, read and comprehend literary nonfiction in the Grades 9-10 text complexity band proficiently, with scaffolding as needed at the high end of the range.	Reading: Informational Text-Range of Reading and Level of Text Complexity (Standard 10)-RI.9.10	1st Nine Weeks - 2nd Nine Weeks; 4th Nine Weeks	Lesson 178

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
<p>20. [W.9.1] Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ~Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ~Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ~Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ~Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Writing-Text Types and Purposes-W.9.1</p>	<p>1st Nine Weeks - 2nd Nine Weeks; 4th Nine Weeks</p>	<p>Lesson 142; Lesson 143; Lesson 144; Lesson 148; Lesson 149; Lesson 150; Lesson 158; Lesson 159; Lesson 161; Lesson 162; Lesson 167</p>

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
<p>21. [W.9.2] Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ~Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ~Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ~Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ~Use precise language and domain-specific vocabulary to manage the complexity of the topic. ~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ~Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Writing-Text Types and Purposes-W.9.2</p>	<p>1st Nine Weeks - 4th Nine Weeks</p>	<p>Lesson 81; Lesson 105; Lesson 109; Lesson 110; Lesson 112; Lesson 116; Lesson 81; Lesson 105; Lesson 109; Lesson 110; Lesson 113; Lesson 118</p>

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
22. [W.9.3] Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ~Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point (s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. ~Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ~Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ~Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ~Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Writing-Text Types and Purposes-W.9.3	2nd Nine Weeks	Lesson 41; Lesson 43; Lesson 45; Lesson 51; Lesson 53; Lesson 84; Lesson 86; Lesson 89
23. [W.9.4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 20-22 above.)	Writing-Production and Distribution of Writing-W.9.4	1st Nine Weeks - 2nd Nine Weeks; 4th Nine Weeks	Lesson 77; Lesson 78

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
24. [W.9.5] 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-9.)	Writing-Production and Distribution of Writing-W.9.5	1st Nine Weeks - 2nd Nine Weeks	Lesson 82
25. [W.9.6] Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Writing-Production and Distribution of Writing-W.9.6	2nd Nine Weeks - 3rd Nine Weeks	Lesson 15; Lesson 16; Lesson 17
26. [W.9.7] Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Writing-Research to Build and Present Knowledge-W.9.7	2nd Nine Weeks - 4th Nine Weeks	Lesson 59; Lesson 60
27. [W.9.8] Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Writing-Research to Build and Present Knowledge-W.9.8	2nd Nine Weeks - 4th Nine Weeks	Lesson 170; Lesson 172

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
28. [W.9.9] Draw evidence from literary or informational texts to support analysis, reflection, and research. ~Apply Grade 9 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). ~Apply Grade 9 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Writing-Research to Build and Present Knowledge-W.9.9	2nd Nine Weeks - 4th Nine Weeks	Lesson 41; Lesson 54
29. [W.9.10] Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.	Writing-Range of Writing-W.9.10	1st Nine Weeks; 3rd Nine Weeks - 4th Nine Weeks	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
<p>30. [SL.9.1] Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 9 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ~Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ~Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. ~Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ~Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Speaking &amp; Listening-Comprehension and Collaboration-SL.9.1</p>	<p>1st Nine Weeks - 2nd Nine Weeks; 4th Nine Weeks</p>	<p>Lesson 75; Lesson 77; Lesson 128; Lesson 129; Lesson 134</p>
<p>31. [SL.9.2] Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Speaking &amp; Listening-Comprehension and Collaboration-SL.9.2</p>	<p>2nd Nine Weeks; 4th Nine Weeks</p>	<p>Lesson 81</p>

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
32. [SL.9.3] Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Speaking & Listening- Comprehension and Collaboration-SL.9.3	2nd Nine Weeks; 4th Nine Weeks	Lesson 104
33. [SL.9.4] Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Speaking & Listening- Presentation of Knowledge and Ideas-SL.9.4	1st Nine Weeks - 2nd Nine Weeks; 4th Nine Weeks	Lesson 173; Lesson 174
34. [SL.9.5] Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Speaking & Listening- Presentation of Knowledge and Ideas-SL.9.5	2nd Nine Weeks	Lesson 62; Lesson 63
35. [SL.9.6] Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 9 Language standards 36 and 38 for specific expectations.)	Speaking & Listening- Presentation of Knowledge and Ideas-SL.9.6	2nd Nine Weeks; 4th Nine Weeks	Lesson 56

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
36. [L.9.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ~Apply rules of subject-verb agreement when the subject has compound parts joined by or with the second element as singular or plural. (Alabama) ~Apply rules of subject-verb agreement with the subjunctive mood. (Alabama) ~Use parallel structure.* ~Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.	Language -Conventions of Standard English-L.9.1	1st Nine Weeks - 2nd Nine Weeks; 4th Nine Weeks	Lesson 61
37. [L.9.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ~Use commas correctly with non-essential appositives. (Alabama) ~Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ~Use a colon to introduce a list or quotation. ~Spell correctly.	Language -Conventions of Standard English-L.9.2	1st Nine Weeks - 2nd Nine Weeks; 4th Nine Weeks	Lesson 165; Lesson 167
38. [L.9.3] Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ~Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's MLA Handbook, Turabian's Manual for Writers) appropriate for the discipline and writing type.	Language -Knowledge of Language-L.9.3	2nd Nine Weeks - 3rd Nine Weeks	Lesson 12; Lesson 13; Lesson 14; Lesson 16

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
<p>39. [L.9.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 9 reading and content, choosing flexibly from a range of strategies. ~Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ~Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). ~Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. ~Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	Language -Vocabulary Acquisition and Use-L.9.4	1st Nine Weeks - 4th Nine Weeks	Lesson 44; Lesson 51; Lesson 101; Lesson 171;
<p>40. [L.9.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ~Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ~Analyze nuances in the meaning of words with similar denotations.</p>	Language -Vocabulary Acquisition and Use-L.9.5	2nd Nine Weeks; 4th Nine Weeks	Lesson 19; Lesson 46;

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Nine Week Indicator	Schools PLP
41. [L.9.6] Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.	Language -Vocabulary Acquisition and Use-L.9.6	1st Nine Weeks - 2nd Nine Weeks	Lesson 75

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
ENGLISH 10 Curriculum Alignment Guide			
Critical Standard			<a href="#">English 10 Pacing Guide</a>
1. [RL.10.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)-RL.10.1	1st Nine Weeks - 4th Nine Weeks	<u>Lesson 32; Lesson 33; Lesson 65; Lesson 75; Lesson 77; Lesson 128; Lesson 129; Lesson 130; Lesson 131; Lesson 132</u>
2. [RL.10.2] Determine a theme or central idea of a text and analyze in detail its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)-RL.10.2	1st Nine Weeks - 4th Nine Weeks	Lesson 1; Lesson 2; Lesson 3
3. [RL.10.3] Analyze how complex characters (e.g., those with multiple or conflicting motivations) develop over the course of a text, interact with other characters, and advance the plot or develop the theme.	Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)-RL.10.3	1st Nine Weeks - 4th Nine Weeks	Lesson 12; Lesson 13; Lesson 14; Lesson 16
4. [RL.10.4] Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language evokes a sense of time and place; how it sets a formal or informal tone).	Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.10.4	1st Nine Weeks - 4th Nine Weeks	Lesson 19; Lesson 20; Lesson 22; Lesson 23
5. [RL.10.5] Analyze how an author's choices concerning how to structure a text, order events within it (e.g., parallel plots), and manipulate time (e.g., pacing, flashbacks) create such effects as mystery, tension, or surprise.	Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.10.5	1st Nine Weeks; 3rd Nine Weeks	Lesson 34; Lesson 36; Lesson 37

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
6. [RL.10.6] Analyze a particular point of view or cultural experience reflected in a work of early American literature to 1900, drawing on a wide reading of American literature. (Alabama)	Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.10.6	1st Nine Weeks; 2nd Nine Weeks	Lesson 64
7. [RL.10.7] Analyze the representation of a subject or a key scene in two different artistic mediums, including what is emphasized or absent in each treatment (e.g., Auden's "Musée des Beaux Arts" and Breughel's Landscape with the Fall of Icarus).	Reading: Literature-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RL.10.7	2nd Nine Weeks; 4th Nine Weeks	Lesson 73
8. [RL.10.9] Analyze how an author draws on and transforms source material in a specific work (e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how early American authors draw upon the Bible for religious themes and issues). (Alabama)	Reading: Literature-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RL.10.9	1st Nine Weeks; 2nd Nine Weeks	Lesson 61; Lesson 72
9. [RL.10.20] By the end of Grade 10, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 9-10 text complexity band independently and proficiently.	Reading: Literature-Range of Reading and Level of Text Complexity (Standard 10)-RL.10.10	1st Nine Weeks - 4th Nine Weeks	Lesson 1; Lesson 6; Lesson 11; Lesson 16; Lesson 21; Lesson 26; Lesson 31; Lesson 36; Lesson 39; Lesson 46; Lesson 51; Lesson 56; Lesson 61; Lesson 66; Lesson 69; Lesson 76; Lesson 80; Lesson 85; Lesson 94; Lesson 96; Lesson 99; Lesson 106; Lesson 109; Lesson 115; Lesson 120; Lesson 126; Lesson 131; Lesson 135; Lesson 141; Lesson 146; Lesson 151; Lesson 155; Lesson 161; Lesson 168; Lesson 172; Lesson 176; Lesson 177; Lesson 178
10. [RI.10.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.	Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3)-RI.10.1	1st Nine Weeks - 4th Nine Weeks	Lesson 131; Lesson 132

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
11. RI.10.2] Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.	Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3)-RI.10.2	1st Nine Weeks - 4th Nine Weeks	Lesson 89; Lesson 90
12. [RI.10.3] Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.	Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3)-RI.10.3	1st Nine Weeks - 4th Nine Weeks	Lesson 96; Lesson 97; Lesson 98; Lesson 146
13. [RI.10.4] Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper).	Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)-RI.10.4	1st Nine Weeks - 4th Nine Weeks	Lesson 121; Lesson 122; Lesson 123; Lesson 124; Lesson 125
14. [RI.10.5] Analyze in detail how an author's ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).	Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)-RI.10.5	1st Nine Weeks; 3rd Nine Weeks	Lesson 147
15. [RI.10.6] Determine an author's point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.	Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)-RI.10.6	1st Nine Weeks; 2nd Nine Weeks	Lesson 70; Lesson 72
16. [RI.10.7] Analyze various accounts of a subject told in different mediums (e.g., a person's life story in both print and multimedia), determining which details are emphasized in each account.	Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.10.7	2nd Weeks	Lesson 130

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
17. [RI.10.8] Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.	Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.10.8	2nd Nine Weeks; 3rd Nine Weeks	Lesson 138; Lesson 139
18. [RI.10.9] Analyze seminal U.S. documents of historical and literary significance (e.g., Washington's Farewell Address, the Gettysburg Address), including how they address related themes and concepts.	Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.10.9	1st Nine Weeks; 2nd Nine Weeks	Lesson 94; Lesson 95
19. [RI.11-12.9] Analyze seventeenth-, eighteenth-, and nineteenth-century foundational U.S. documents of historical and literary significance (including The Declaration of Independence, the Preamble to the Constitution, the Bill of Rights, and Lincoln's Second Inaugural Address) for their themes, purposes, and rhetorical features.	Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.11-12.9		Lesson 178
20. [RI.10.10] By the end of Grade 10, read and comprehend literary nonfiction at the high end of the Grades 9-10 text complexity band independently and proficiently.	Reading: Informational Text-Range of Reading and Level of Text Complexity (Standard 10)-RI.10.10	3rd Nine Weeks; 4th Nine Weeks	Lesson 142; Lesson 143; Lesson 144; Lesson 148; Lesson 149; Lesson 150; Lesson 158; Lesson 159; Lesson 161; Lesson 162; Lesson 167

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
<p>21. [W.10.1] Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ~Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence. ~Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level and concerns. ~Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ~Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Writing-Text Types and Purposes-W.10.1</p>	<p>3rd Nine Weeks</p>	<p>Lesson 81; Lesson 105; Lesson 109; Lesson 110; Lesson 112; Lesson 116; Lesson 81; Lesson 105; Lesson 109; Lesson 110; Lesson 113; Lesson 118</p>

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
<p>22. [W.10.2] Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ~Introduce a topic; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ~Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ~Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ~Use precise language and domain-specific vocabulary to manage the complexity of the topic. ~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ~Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p>Writing-Text Types and Purposes-W.10.2</p>	<p>1st Nine Weeks - 4th Nine Weeks</p>	<p>Lesson 41; Lesson 43; Lesson 45; Lesson 51; Lesson 53; Lesson 84; Lesson 86; Lesson 89</p>

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
23. [W.10.3] Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ~Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. ~Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ~Use a variety of techniques to sequence events so that they build on one another to create a coherent whole. ~Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ~Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.	Writing-Text Types and Purposes-W.10.3	2nd Nine Weeks - 4th Nine Weeks	Lesson 77; Lesson 78
24. [W.10.4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 21-23 above.)	Writing-Production and Distribution of Writing-W.10.4	1st Nine Weeks - 4th Nine Weeks	Lesson 82
25. [W.10.5] 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-10.)	Writing-Production and Distribution of Writing-W.10.5	1st Nine Weeks - 4th Nine Weeks	Lesson 15; Lesson 16; Lesson 17

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
26. [W.10.6] Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology's capacity to link to other information and to display information flexibly and dynamically.	Writing-Production and Distribution of Writing-W.10.6	2nd Nine Weeks	Lesson 59; Lesson 60
27. [W.10.7] Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.	Writing-Research to Build and Present Knowledge-W.10.7	2nd Nine Weeks	Lesson 170; Lesson 172
28. [W.10.8] Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation.	Writing-Research to Build and Present Knowledge-W.10.8	2nd Nine Weeks	Lesson 41; Lesson 54

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
29. [W.10.9] Draw evidence from literary or informational texts to support analysis, reflection, and research. ~Apply Grade 10 Reading standards to literature (e.g., "Analyze how an author draws on and transforms source material in a specific work [e.g., how Shakespeare treats a theme or topic from Ovid or the Bible or how a later author draws on a play by Shakespeare]"). ~Apply Grade 10 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning").	Writing-Research to Build and Present Knowledge-W.10.9	2nd Nine Weeks	
30. [W.10.10] Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.	Writing-Range of Writing-W.10.10	1st Nine Weeks - 4th Nine Weeks	Lesson 75; Lesson 77; Lesson 128; Lesson 129; Lesson 134

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
<p>31. [SL.10.1] Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ~Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ~Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, presentation of alternate views), clear goals and deadlines, and individual roles as needed. ~Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions. ~Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented.</p>	<p>Speaking &amp; Listening-Comprehension and Collaboration-SL.10.1</p>	<p>1st Nine Weeks - 4th Nine Weeks</p>	<p>Lesson 81</p>
<p>32. [SL.10.2] Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.</p>	<p>Speaking &amp; Listening-Comprehension and Collaboration-SL.10.2</p>	<p>2nd Nine Weeks - 4th Nine Weeks</p>	<p>Lesson 104</p>

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
33. [SL.10.3] Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.	Speaking & Listening-Comprehension and Collaboration-SL.10.3	1st Nine Weeks	Lesson 173; Lesson 174
34. [SL.10.4] Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.	Speaking & Listening-Presentation of Knowledge and Ideas-SL.10.4	1st Nine Weeks - 4th Nine Weeks	Lesson 62; Lesson 63
35. [SL.10.5] Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Speaking & Listening-Presentation of Knowledge and Ideas-SL.10.5	3rd Nine Weeks	Lesson 56
36. [SL.10.6] Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See Grade 10 Language standards 37 and 39 for specific expectations.)	Speaking & Listening-Presentation of Knowledge and Ideas-SL.10.6	2nd Nine Weeks	Lesson 61
37. [L.10.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ~Use parallel structure.* ~Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations. ~Apply rules of subject-verb agreement when the subject is compound in form but singular in meaning and when the subject is plural in form but singular in meaning. (Alabama)	Language -Conventions of Standard English-L.10.1	2nd Nine Weeks; 3rd Nine Weeks	Lesson 165; Lesson 167

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
38. [L.10.2] Demonstrate command of the conventions of Standard English capitalization, punctuation, and spelling when writing. ~Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. ~Use a colon to introduce a list or quotation. ~Spell correctly.	Language -Conventions of Standard English-L.10.2	1st Nine Weeks; 3rd Nine Weeks; 4th Nine Weeks	Lesson 12; Lesson 13; Lesson 14; Lesson 16
39. [L.10.3] Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ~Write and edit work so that it conforms to the guidelines in a style manual (e.g., Modern Language Association's MLA Handbook for Writers of Research Papers, American Psychological Association's Publication Manual of the American Psychological Association) appropriate for the discipline and writing type.	Language -Knowledge of Language-L.10.3	3rd Nine Weeks	Lesson 44; Lesson 51; Lesson 101; Lesson 171;

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A+ College Ready Indicator	Schools PLP
<p>40. [L.10.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 10 reading and content, choosing flexibly from a range of strategies. ~Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ~Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy). ~Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology. ~Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</p>	<p>Language -Vocabulary Acquisition and Use-L. 10.4</p>	<p>1st Nine Weeks - 4th Nine Weeks</p>	<p>Lesson 19; Lesson 46;</p>
<p>41. [L.10.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ~Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text. ~Analyze nuances in the meaning of words with similar denotations.</p>	<p>Language -Vocabulary Acquisition and Use-L. 10.5</p>	<p>1st Nine Weeks</p>	<p>Lesson 75</p>
<p>42. [L.10.6] Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</p>	<p>Language -Vocabulary Acquisition and Use-L. 10.6</p>	<p>1st Nine Weeks - 4th Nine Weeks</p>	

**ALCOS STANDARDS**

CCRS Standard	Standard ID
<b>ENGLISH 11 Curriculum Alignment Guide</b>	
<b>Critical Standards</b>	
<p><b>1. [RL.11.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b></p>	<p><b>Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)-RL.11.1</b></p>
<p><b>2. [RL.11.2] Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.</b></p>	<p><b>Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)-RL.11.2</b></p>
<p><b>3. [RL.11.3] Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).</b></p>	<p><b>Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)-RL.11.3</b></p>
<p><b>4. [RL.11.4] Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)</b></p>	<p><b>Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.11.4</b></p>

## ALCOS STANDARDS

CCRS Standard	Standard ID
<p>5. [RL.11.5] Analyze how an author’s choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.</p>	<p>Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.11.5</p>
<p>6. [RL.11.6] Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).</p>	<p>Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.11.6</p>
<p>7. [RL.11.7] Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare and one play by an American dramatist.)</p>	<p>Reading: Literature-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RL.11.7</p>
<p>8. [RL.11.9] Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics. (Alabama)</p>	<p>Reading: Literature-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RL.11.9</p>
<p>9. [RL.11.10] By the end of Grade 11, read and comprehend literature, including stories, dramas, and poems, in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range.</p>	<p>Reading: Literature-Range of Reading and Level of Text Complexity (Standard 10)-RL.11.10</p>

## ALCOS STANDARDS

CCRS Standard	Standard ID
<p><b>10. [RI.11.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.</b></p>	<p><b>Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3) -RI.11.1</b></p>
<p><b>11. [RI.11.2] Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.</b></p>	<p><b>Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3) -RI.11.2</b></p>
<p><b>12. [RI.11.3] Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.</b></p>	<p><b>Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3) -RI.11.3</b></p>
<p><b>13. [RI.11.4] Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).</b></p>	<p><b>Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)- RI.11.4</b></p>
<p><b>14. [RI.11.5] Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.</b></p>	<p><b>Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)- RI.11.5</b></p>

**ALCOS STANDARDS**

<b>CCRS Standard</b>	<b>Standard ID</b>
<b>15. [RI.11.6] Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.</b>	<b>Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)-RI.11.6</b>
<b>16. [RI.11.7] Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b>	<b>Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.11.7</b>
<b>17. [RI.9-10.9] Analyze seminal United States documents of historical and literary significance (e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"), including how they address related themes and concepts. (Alabama)</b>	<b>Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.9-10.9</b>
<b>18. [RI.11.10] By the end of Grade 11, read and comprehend literary nonfiction in the Grades 11-College and Career Readiness (CCR) text complexity band proficiently, with scaffolding as needed at the high end of the range.</b>	<b>Reading: Informational Text-Range of Reading and Level of Text Complexity (Standard 10)-RI.11.10</b>

**ALCOS STANDARDS**

**CCRS Standard**

**Standard ID**

**19. [W.11.1] Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**  
~Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ~Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ~Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ~Provide a concluding statement or section that follows from and supports the argument presented.

**Writing-Text Types and Purposes-W.11.1**

## ALCOS STANDARDS

CCRS Standard	Standard ID
<p><b>20. [W.11.2] Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.</b></p> <p>~Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ~Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ~Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ~Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. ~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ~Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).</p>	<p><b>Writing-Text Types and Purposes-W.11.2</b></p>

## ALCOS STANDARDS

CCRS Standard	Standard ID
<p><b>21. [W.11.3] Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ~Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events. ~Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ~Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). ~Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ~Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</b></p>	<p><b>Writing-Text Types and Purposes-W.11.3</b></p>
<p><b>22. [W.11.4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.)</b></p>	<p><b>Writing-Production and Distribution of Writing-W.11.4</b></p>

**ALCOS STANDARDS**

<b>CCRS Standard</b>	<b>Standard ID</b>
<b>23. [W.11.5] 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-11.)</b>	<b>Writing-Production and Distribution of Writing-W.11.5</b>
<b>24. [W.11.6] Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</b>	<b>Writing-Production and Distribution of Writing-W.11.6</b>
<b>25. [W.11.7] Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</b>	<b>Writing-Research to Build and Present Knowledge-W.11.7</b>
<b>26. [W.11.8] Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</b>	<b>Writing-Research to Build and Present Knowledge-W.11.8</b>

**ALCOS STANDARDS**

<b>CCRS Standard</b>	<b>Standard ID</b>
<p>27. [W.11.9] Draw evidence from literary or informational texts to support analysis, reflection, and research. ~Apply Grade 11 Reading standards to literature (e.g., "Demonstrate knowledge of twentieth- and twenty-first-century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics"). ~Apply Grade 11 Reading standards to literary nonfiction (e.g., Analyze seminal United States documents of historical and literary significance [e.g., Roosevelt's "Four Freedoms" speech, King's "Letter from a Birmingham Jail"]), including how they address related themes and concepts. (Alabama)</p>	<p><b>Writing-Research to Build and Present Knowledge-W.11.9</b></p>
<p>28. [W.11.10] Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.</p>	<p><b>Writing-Range of Writing-W.11.10</b></p>

## ALCOS STANDARDS

CCRS Standard	Standard ID
<p>29. [SL.11.1] Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 11 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ~Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ~ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ~Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ~Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>Speaking &amp; Listening-Comprehension and Collaboration-SL.11.1</p>

**ALCOS STANDARDS**

<b>CCRS Standard</b>	<b>Standard ID</b>
30. [SL.11.2] Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.	Speaking & Listening-Comprehension and Collaboration-SL.11.2
31. [SL.11.3] Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Speaking & Listening-Comprehension and Collaboration-SL.11.3
32. [SL.11.4] Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Speaking & Listening-Presentation of Knowledge and Ideas-SL.11.4
33. [SL.11.5] Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Speaking & Listening-Presentation of Knowledge and Ideas-SL.11.5
34. [SL.11.6] Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 11 Language standards 35 and 37 for specific expectations.)	Speaking & Listening-Presentation of Knowledge and Ideas-SL.11.6

**ALCOS STANDARDS**

<b>CCRS Standard</b>	<b>Standard ID</b>
<p>35. [L.11.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ~Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. ~Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed</p>	<p>Language -Conventions of Standard English-L.11.1</p>
<p>36. [L.11.2] Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ~Observe hyphenation conventions. ~Spell correctly.</p>	<p>Language -Conventions of Standard English-L.11.2</p>
<p>37. [L.11.3] Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ~Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences: Syntax as Style) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</p>	<p>Language -Knowledge of Language-L.11.3</p>

**ALCOS STANDARDS**

<b>CCRS Standard</b>	<b>Standard ID</b>
<p><b>38. [L.11.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 11 reading and content, choosing flexibly from a range of strategies. ~Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ~Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). ~Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ~Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b></p>	<p><b>Language -Vocabulary Acquisition and Use-L.11.4</b></p>
<p><b>39. [L.11.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. ~Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. ~Analyze nuances in the meaning of words with similar denotations.</b></p>	<p><b>Language -Vocabulary Acquisition and Use-L.11.5</b></p>

**ALCOS STANDARDS**

**CCRS Standard**

**Standard ID**

**40. [L.11.6] Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.**

**Language -Vocabulary Acquisition and Use-L.11.6**

**ALCOS STANDARDS**

CCRS Standard	Standard ID
Critical Standards	
<b>ENGLISH 12 Curriculum Alignment Guide</b>	
1. [RL.12.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)- RL.12.1
2. [RL.12.2] Determine two or more themes or central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to produce a complex account; provide an objective summary of the text.	Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)- RL.12.2
3. [RL.12.3] Analyze the impact of the author's choices regarding how to develop and relate elements of a story or drama (e.g., where a story is set, how the action is ordered, how the characters are introduced and developed).	Reading: Literature-Key Ideas and Details (Standards 1, 2, 3)- RL.12.3
4. [RL.12.4] Determine the meaning of words and phrases as they are used in the text, including figurative and connotative meanings; analyze the impact of specific word choices on meaning and tone, including words with multiple meanings or language that is particularly fresh, engaging, or beautiful. (Include Shakespeare as well as other authors.)	Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL. 12.4

**ALCOS STANDARDS**

<b>CCRS Standard</b>	<b>Standard ID</b>
5. [RL.12.5] Analyze how an author's choices concerning how to structure specific parts of a text (e.g., the choice of where to begin or end a story, the choice to provide a comedic or tragic resolution) contribute to its overall structure and meaning as well as its aesthetic impact.	Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.12.5
6. [RL.12.6] Analyze a case in which grasping a point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Reading: Literature-Craft and Structure (Standards 4, 5, 6)-RL.12.6
7. [RL.12.7] Analyze multiple interpretations of a story, drama, or poem (e.g., recorded or live production of a play or recorded novel or poetry), evaluating how each version interprets the source text. (Include at least one play by Shakespeare.) (Alabama)	Reading: Literature-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RL.12.7
8. [RL.12.9] Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics. (Alabama)	Reading: Literature-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RL.12.9
9. [RL.12.10] By the end of Grade 12, read and comprehend literature, including stories, dramas, and poems, at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently.	Reading: Literature-Range of Reading and Level of Text Complexity (Standard 10)-RL.12.10

## ALCOS STANDARDS

CCRS Standard	Standard ID
10. [RI.12.1] Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text, including determining where the text leaves matters uncertain.	Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3)-RI.12.1
11. [RI.12.2] Determine two or more central ideas of a text and analyze their development over the course of the text, including how they interact and build on one another to provide a complex analysis; provide an objective summary of the text.	Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3)-RI.12.2
12. [RI.12.3] Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.	Reading: Informational Text-Key Ideas and Details (Standards 1, 2, 3)-RI.12.3
13. [RI.12.4] Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze how an author uses and refines the meaning of a key term or terms over the course of a text (e.g., how Madison defines faction in Federalist No. 10).	Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)-RI.12.4
14. [RI.12.5] Analyze and evaluate the effectiveness of the structure an author uses in his or her exposition or argument, including whether the structure makes points clear, convincing, and engaging.	Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)-RI.12.5
15. [RI.12.6] Determine an author's point of view or purpose in a text in which the rhetoric is particularly effective, analyzing how style and content contribute to the power, persuasiveness or beauty of the text.	Reading: Informational Text-Craft and Structure (Standards 4, 5, 6)-RI.12.6

## ALCOS STANDARDS

CCRS Standard	Standard ID
<b>16. [RI.12.7] Integrate and evaluate multiple sources of information presented in different media or formats (e.g., visually, quantitatively) as well as in words in order to address a question or solve a problem.</b>	<b>Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.12.7</b>
<b>17. [RI.12.] Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning (e.g., in United States Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., The Federalist, presidential addresses).</b>	<b>Reading: Informational Text-Integration of Knowledge and Ideas (Standards 7, 8, 9)-RI.12.8</b>
<b>18. [RI.12.10] By the end of Grade 12, read and comprehend literary nonfiction at the high end of the Grades 11-College and Career Readiness (CCR) text complexity band independently and proficiently.</b>	<b>Reading: Informational Text-Range of Reading and Level of Text Complexity (Standard 10)-RI.12.10</b>

## ALCOS STANDARDS

CCRS Standard	Standard ID
<p>19. [W.12.1] Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence. ~Introduce precise, knowledgeable claim(s), establish the significance of the claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that logically sequences claim(s), counterclaims, reasons, and evidence. ~Develop claim(s) and counterclaims fairly and thoroughly, supplying the most relevant evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience's knowledge level, concerns, values, and possible biases. ~Use words, phrases, and clauses as well as varied syntax to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims. ~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ~Provide a concluding statement or section that follows from and supports the argument presented.</p>	<p>Writing-Text Types and Purposes-W.12.1</p>

## ALCOS STANDARDS

### CCRS Standard

### Standard ID

**20. [W.12.2] Write informative or explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content. ~Introduce a topic; organize complex ideas, concepts, and information so that each new element builds on that which precedes it to create a unified whole; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension. ~Develop the topic thoroughly by selecting the most significant and relevant facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience's knowledge of the topic. ~Use appropriate and varied transitions and syntax to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts. ~Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic. ~Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing. ~Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).**

**Writing-Text Types and Purposes-W.12.2**

## ALCOS STANDARDS

CCRS Standard	Standard ID
<p>21. [W.12.3] Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences. ~Engage and orient the reader by setting out a problem, situation, or observation and its significance, establishing one or multiple point(s) of view, and introducing a narrator, characters, or both; create a smooth progression of experiences or events. ~Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters. ~Use a variety of techniques to sequence events so that they build on one another to create a coherent whole and build toward a particular tone and outcome (e.g., a sense of mystery, suspense, growth, or resolution). ~Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters. ~Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.</p>	<p>Writing-Text Types and Purposes-W.12.3</p>
<p>22. [W.12.4] Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 19-21 above.)</p>	<p>Writing-Production and Distribution of Writing-W.12.4</p>

## ALCOS STANDARDS

CCRS Standard	Standard ID
<p>23. [W.12.5] 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. (Editing for conventions should demonstrate command of the first three standards in the Language strand in Grades K-12.)</p>	<p>Writing-Production and Distribution of Writing-W.12.5</p>
<p>24. [W.12.6] Use technology, including the Internet, to produce, publish, and update individual or shared writing products in response to ongoing feedback, including new arguments or information.</p>	<p>Writing-Production and Distribution of Writing-W.12.6</p>
<p>25. [W.12.7] Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.</p>	<p>Writing-Research to Build and Present Knowledge-W.12.7</p>
<p>26. [W.12.8] Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the strengths and limitations of each source in terms of the task, purpose, and audience; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and overreliance on any one source and following a standard format for citation.</p>	<p>Writing-Research to Build and Present Knowledge-W.12.8</p>

**ALCOS STANDARDS**

<b>CCRS Standard</b>	<b>Standard ID</b>
<p>27. [W.12.9] Draw evidence from literary or informational texts to support analysis, reflection, and research. ~Apply Grade 12 Reading standards to literature (e.g., "Demonstrate knowledge of foundational works of European literature with a concentration in British literature, including how two or more texts from the same period treat similar themes or topics"). (Alabama) ~Apply Grade 12 Reading standards to literary nonfiction (e.g., "Delineate and evaluate the reasoning in seminal United States texts, including the application of constitutional principles and use of legal reasoning [e.g., in U. S. Supreme Court Case majority opinions and dissents] and the premises, purposes, and arguments in works of public advocacy [e.g., The Federalist, presidential addresses]").</p>	<p><b>Writing-Research to Build and Present Knowledge-W.12.9</b></p>
<p>28. [W.12.10] Write routinely over extended time frames, including time for research, reflection, and revision, and shorter time frames such as a single sitting or a day or two for a range of tasks, purposes, and audiences.</p>	<p><b>Writing-Range of Writing-W.12.10</b></p>

## ALCOS STANDARDS

CCRS Standard	Standard ID
<p>29. [SL.12.1] Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on Grade 12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively. ~Come to discussions prepared, having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas. ~ Work with peers to promote civil, democratic discussions and decision-making, set clear goals and deadlines, and establish individual roles as needed. ~Propel conversations by posing and responding to questions that probe reasoning and evidence; ensure a hearing for a full range of positions on a topic or issue; clarify, verify, or challenge ideas and conclusions; and promote divergent and creative perspectives. ~Respond thoughtfully to diverse perspectives; synthesize comments, claims, and evidence made on all sides of an issue; resolve contradictions when possible; and determine what additional information or research is required to deepen the investigation or complete the task.</p>	<p>Speaking &amp; Listening-Comprehension and Collaboration-SL. 12.1</p>
<p>30. [SL.12.2] Integrate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, orally) in order to make informed decisions and solve problems, evaluating the credibility and accuracy of each source and noting any discrepancies among the data.</p>	<p>Speaking &amp; Listening-Comprehension and Collaboration-SL. 12.2</p>

## ALCOS STANDARDS

CCRS Standard	Standard ID
31. [SL.12.3] Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric, assessing the stance, premises, links among ideas, word choice, points of emphasis, and tone used.	Speaking & Listening-Comprehension and Collaboration-SL. 12.3
32. [SL.12.4] Present information, findings, and supporting evidence, conveying a clear and distinct perspective, such that listeners can follow the line of reasoning, alternative or opposing perspectives are addressed, and the organization, development, substance, and style are appropriate to purpose, audience, and a range of formal and informal tasks.	Speaking & Listening-Presentation of Knowledge and Ideas-SL. 12.4
33. [SL.12.5] Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.	Speaking & Listening-Presentation of Knowledge and Ideas-SL. 12.5
34. [SL.12.6] Adapt speech to a variety of contexts and tasks, demonstrating a command of formal English when indicated or appropriate. (See Grade 12 Language standards 35 and 37 for specific expectations.)	Speaking & Listening-Presentation of Knowledge and Ideas-SL. 12.6
35. [L.12.1] Demonstrate command of the conventions of Standard English grammar and usage when writing or speaking. ~Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested. ~Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's Dictionary of English Usage, Garner's Modern American Usage) as needed.	Language -Conventions of Standard English-L.12.1

## ALCOS STANDARDS

CCRS Standard	Standard ID
<b>36. [L.12.2] Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing. ~Observe hyphenation conventions. ~Spell correctly.</b>	<b>Language -Conventions of Standard English-L.12.2</b>
<b>37. [L.12.3] Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening. ~Vary syntax for effect, consulting references (e.g., Tufte's Artful Sentences: Syntax as Style) for guidance as needed; apply an understanding of syntax to the study of complex texts when reading.</b>	<b>Language -Knowledge of Language-L.12.3</b>
<b>38. [L.12.4] Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on Grade 12 reading and content, choosing flexibly from a range of strategies. ~Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word's position or function in a sentence) as a clue to the meaning of a word or phrase. ~Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., conceive, conception, conceivable). ~Consult general and specialized reference materials (e.g., dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, its etymology, or its standard usage. ~Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).</b>	<b>Language -Vocabulary Acquisition and Use-L.12.4</b>

## ALCOS STANDARDS

CCRS Standard	Standard ID
<p><b>39. [L.12.5] Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.</b> ~Interpret figures of speech (e.g., hyperbole, paradox) in context and analyze their role in the text. ~Analyze nuances in the meaning of words with similar denotations.</p>	<p><b>Language -Vocabulary Acquisition and Use-L.12.5</b></p>
<p><b>40. [L.12.6] Acquire and use accurately general academic and domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.</b></p>	<p><b>Language -Vocabulary Acquisition and Use-L.12.6</b></p>

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
Critical Standards			
ALGEBRA 1 with Probability Curriculum Alignment Guide			
1. [N-RN.1] Explain how the definition of the meaning of rational exponents follows from extending the properties of integer exponents to those values, allowing for a notation for radicals in terms of rational exponents. Example: We define $5^{1/3}$ to be the cube root of 5 because we want $(5^{1/3})^3 = 5(1/3)^3$ to hold, so $(5^{1/3})^3$ must equal 5.	The Real Number System -Extend the properties of exponents to rational exponents.-Number/Quantity -N-RN.1	3rd Nine Weeks; Unit 10	<a href="#">Algebra I Pacing Guide</a>
2. [N-RN.2] Rewrite expressions involving radicals and rational exponents using the properties of exponents.	The Real Number System -Extend the properties of exponents to rational exponents.-Number/Quantity -N-RN.2	4th Nine Weeks; Unit 12	
3. [N-RN.3] Explain why the sum or product of two rational numbers is rational; that the sum of a rational number and an irrational number is irrational; and that the product of a nonzero rational number and an irrational number is irrational.	The Real Number System -Use properties of rational and irrational numbers.-Number/Quantity -N-RN.3	1st-4th Nine Weeks Units 2,6,11,12	
4. [N-Q.1] Use units as a way to understand problems and to guide the solution of multistep problems; choose and interpret units consistently in formulas; choose and interpret the scale and the origin in graphs and data displays.	Quantities* -Reason quantitatively and use units to solve problems. (Foundation for work with expressions, equations, and functions.)-Number/Quantity -N-Q.1	1st-4th Nine Weeks Units 2,6, 10, 11,12	
5. [N-Q.2] Define appropriate quantities for the purpose of descriptive modeling.	Quantities* -Reason quantitatively and use units to solve problems. (Foundation for work with expressions, equations, and functions.)-Number/Quantity -N-Q.2	2nd-4th Nine Weeks Units 6, 10,11,12	
6. [N-Q.3] Choose a level of accuracy appropriate to limitations on measurement when reporting quantities.	Quantities* -Reason quantitatively and use units to solve problems. (Foundation for work with expressions, equations, and functions.)-Number/Quantity -N-Q.3	3rd Nine Weeks Unit 10	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
7. [A-SSE.1A] Interpret expressions that represent a quantity in terms of its context.* ~Interpret parts of an expression such as terms, factors, and coefficients. ~Interpret complicated expressions by viewing one or more of their parts as a single entity. Example: Interpret $P(1+r)^n$ as the product of P and a factor not depending on P.	Seeing Structure in Expressions- Interpret the structure of expressions. (For standard 7 linear, exponential, quadratic; for standard 8 linear, exponential, quadratic, rational.) (Alabama)-Algebra-A-SSE.1A	1st Nine Weeks Unit 3	
8. [A-SSE.2A] Use the structure of an expression to identify ways to rewrite it. Example: See $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .	Seeing Structure in Expressions- Interpret the structure of expressions. (Linear, exponential, quadratic.)- Algebra-A-SSE.2A	3rd-4th Nine Weeks 11,12	
9. [A-SSE.3] Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.* ~Factor a quadratic expression to reveal the zeros of the function it defines. ~Complete the square in a quadratic expression to reveal the maximum or minimum value of the function it defines. ~Determine a quadratic equation when given its graph or roots. (Alabama) ~Use the properties of exponents to transform expressions for exponential functions. Example: The expression $1.15t$ can be rewritten as $(1.15^{1/12})^{12t}$ ? $1.012^{12t}$ to reveal the approximate equivalent monthly interest rate if the annual rate is 15%.	Seeing Structure in Expressions-Write expressions in equivalent forms to solve problems. (Quadratic and exponential.)- Algebra-A-SSE.3	2nd Nine Weeks Unit 4	
10. [A-APR.1A] Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Arithmetic with Polynomials and Rational Expressions -Perform arithmetic operations on polynomials. (Linear and quadratic.)-Algebra-A-APR.1A	1st-4th Nine Weeks Units 3, 5, 6, 11, 12	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
11. [A-APR.7] (+) Understand that rational expressions form a system analogous to the rational numbers, closed under addition, subtraction, multiplication, and division by a nonzero rational expression; add, subtract, multiply, and divide rational expressions.	Arithmetic with Polynomials and Rational Expressions -Rewrite rational expressions. (Linear and quadratic denominators.)-Algebra-A-APR.7	1st-4th Nine Weeks Units 1, 2, 3, 4, 6, 11, 12, 13	
12. [A-CED.1A] Create equations and inequalities in one variable, and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	Creating Equations*-Create equations that describe numbers or relationships. (Linear, quadratic, and exponential (integer inputs only); for Standard 14, linear only.)-Algebra-A-CED.1A	4th Nine Weeks Units 2, 4, 5, 10, 11, 12, 13	
13. [A-CED.2A] Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Creating Equations*-Create equations that describe numbers or relationships. (Linear, quadratic, and exponential (integer inputs only); for Standard 13, linear only.)-Algebra-A-CED.2A	1st-2nd Nine Weeks Units 1, 2, 6	
14. [A-CED.3A] Represent constraints by equations or inequalities, and by systems of equations and/or inequalities and interpret solutions as viable or nonviable options in a modeling context. Example: Represent inequalities describing nutritional and cost constraints on combinations of different foods.	Creating Equations*-Create equations that describe numbers or relationships. (Linear, quadratic, and exponential (integer inputs only); for Standard 13, linear only.)-Algebra-A-CED.3A	4th Nine Weeks Units 1, 2, 3, 6, 11,12,13	
15. [A-CED.4A] Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. For example, rearrange Ohm's law $V = IR$ to highlight resistance $R$ .	Creating Equations*-Create equations that describe numbers or relationships. (Linear, quadratic, and exponential (integer inputs only); for Standard 13, linear only.)-Algebra-A-CED.4A	1st, 2nd, 4th Nine Weeks Units 1, 2, 3, 6, 11, 12	
16. [A-REI.1] Explain each step in solving a simple equation as following from the equality of numbers asserted at the previous step, starting from the assumption that the original equation has a solution. Construct a viable argument to justify a solution method.	Reasoning with Equations & Inequalities-Understand solving equations as a process of reasoning and explain the reasoning. (Master linear; learn as general principle.)-Algebra-A-REI.1	1st, 2nd, 4th Nine Weeks Units 1, 6, 11, 12	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
17. [A-REI.3] Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Reasoning with Equations & Inequalities-Solve equations and inequalities in one variable. (Linear inequalities; literal that are linear in the variables being solved for; quadratics with real solutions.)-Algebra-A-REI.3	2nd and 4th Nine Weeks Units 4, 12	
18. [A-REI.4] Solve quadratic equations in one variable. ~Use the method of completing the square to transform any quadratic equation in $x$ into an equation of the form $(x - p)^2 = q$ that has the same solutions. Derive the quadratic formula from this form. ~Solve quadratic equations by inspection (e.g., for $x^2 = 49$ ), taking square roots, completing the square, the quadratic formula and factoring, as appropriate to the initial form of the equation. (Alabama)	Reasoning with Equations & Inequalities-Solve equations and inequalities in one variable. (Linear inequalities; literal that are linear in the variables being solved for; quadratics with real solutions.)-Algebra-A-REI.4	1st, 2nd, 4th Nine Weeks Units 1, 4, 6, 12	
19. [A-REI.5] Prove that, given a system of two equations in two variables, replacing one equation by the sum of that equation and a multiple of the other produces a system with the same solutions.	Reasoning with Equations & Inequalities-Solve systems of equations. (Linear-linear and linear-quadratic.)-Algebra-A-REI.5	2nd Nine Weeks Unit 5	
20. [A-REI.6] Solve systems of linear equations exactly and approximately (e.g., with graphs), focusing on pairs of linear equations in two variables.	Reasoning with Equations & Inequalities-Solve systems of equations. (Linear-linear and linear-quadratic.)-Algebra-A-REI.6	1st-4th Nine Weeks Units 2, 3, 6, 11, 12, 13	
21. [A-REI.7] Solve a simple system consisting of a linear equation and a quadratic equation in two variables algebraically and graphically. Example: Find the points of intersection between the line $y = -3x$ and the circle $x^2 + y^2 = 3$ .	Reasoning with Equations & Inequalities-Solve systems of equations. (Linear-linear and linear-quadratic.)-Algebra-A-REI.7	3rd Nine Weeks Unit 7	
22. [A-REI.10] Understand that the graph of an equation in two variables is the set of all its solutions plotted in the coordinate plane, often forming a curve (which could be a line).	Reasoning with Equations & Inequalities-Represent and solve equations and inequalities graphically. (Linear and exponential; learn as general principle.)-Algebra-A-REI.10	1st-4th Nine Weeks Units 2, 3, 6, 11, 12, 13	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
23. [A-REI.11A] Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*	Reasoning with Equations & Inequalities-Represent and solve equations and inequalities graphically. (Linear and exponential; learn as general principle.)-Algebra-A-REI.11A	1st-2nd Nine Weeks Units 2, 6	
24. [A-REI.12] Graph the solutions to a linear inequality in two variables as a half-plane (excluding the boundary in the case of a strict inequality), and graph the solution set to a system of linear inequalities in two variables as the intersection of the corresponding half-planes.	Reasoning with Equations & Inequalities-Represent and solve equations and inequalities graphically. (Linear and exponential; learn as general principle.)-Algebra-A-REI.12	2nd-3rd Nine Weeks Units 6,7	
25. [F-IF.1] Understand that a function from one set (called the domain) to another set (called the range) assigns to each element of the domain exactly one element of the range. If $f$ is a function and $x$ is an element of its domain, then $f(x)$ denotes the output of $f$ corresponding to the input $x$ . The graph of $f$ is the graph of the equation $y = f(x)$ .	Interpreting Functions-Understand the concept of a function and use function notation. (Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.)- Functions -F-IF.1	2nd-3rd Nine Weeks Units 6, 11	
26. [F-IF.2] Use function notation, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Interpreting Functions-Understand the concept of a function and use function notation. (Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.)- Functions -F-IF.2	1st-2nd Nine Weeks Unit 2,6	
27. [F-IF.3] Recognize that sequences are functions, sometimes defined recursively, whose domain is a subset of the integers. Example: The Fibonacci sequence is defined recursively by $f(0) = f(1) = 1$ , $f(n+1) = f(n) + f(n-1)$ for $n \geq 1$ .	Interpreting Functions-Understand the concept of a function and use function notation. (Learn as general principle; focus on linear and exponential and on arithmetic and geometric sequences.)- Functions -F-IF.3	1st-4th Nine Weeks Units 1, 2, 3, 6, 11, 12, 13	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
28. [F-IF.4A] For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity.*	Interpreting Functions-Interpret functions that arise in applications in terms of the context. (Linear, exponential, and quadratic.)-Functions - F-IF.4A	1st, 2nd, and 3rd Nine Weeks Units 2, 6, 12	
29. [F-IF.5A] Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. Example: If the function $h(n)$ gives the number of person-hours it takes to assemble $n$ engines in a factory, then the positive integers would be an appropriate domain for the function.*	Interpreting Functions-Interpret functions that arise in applications in terms of the context. (Linear, exponential, and quadratic.)-Functions - F-IF.5A	1st-4th Nine Weeks Units 1, 2, 3, 6, 11,12,13	
30. [[F-IF.6A] Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*	Interpreting Functions-Interpret functions that arise in applications in terms of the context. (Linear, exponential, and quadratic.)-Functions - F-IF.6A	1st, 3rd-4th Nine Weeks Units 2, 11, 13	
31. [F-IF.7A] Graph functions expressed symbolically and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* ~Graph linear and quadratic functions and show intercepts, maxima, and minima. ~Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions.	Interpreting Functions-Analyze functions using different representations. (Linear, exponential, quadratic, absolute value, step, and an awareness of piecewise-defined.)- Functions -F-IF.7A	3rd Nine Weeks Unit 9	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
32. [F-IF.8A] Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function. ~Use the process of factoring and completing the square in a quadratic function to show zeros, extreme values, and symmetry of the graph, and interpret these in terms of a context. ~Use the properties of exponents to interpret expressions for exponential functions. Example: Identify percent rate of change in functions such as $y = (1.02)t$ , $y = (0.97)t$ , $y = (1.01)12t$ , $y = (1.2)t/10$ , and classify them as representing exponential growth or decay.	Interpreting Functions-Analyze functions using different representations. (Linear, exponential, quadratic, absolute value, step, piecewise-defined.)-Functions -F-IF.8A	3rd Nine Weeks Unit 9	
33. [F-IF.9A] Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Example: Given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	Interpreting Functions-Analyze functions using different representations. (Linear, exponential, quadratic, absolute value, step, piecewise-defined.)-Functions -F-IF.9A	3rd Nine Weeks Unit 9	
34. [F-BF.1] Write a function that describes a relationship between two quantities.* ~Determine an explicit expression, a recursive process, or steps for calculation from a context. ~Combine standard function types using arithmetic operations. Example: Build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	Building Functions-Build a function that models a relationship between two quantities. (For standards 34 and 35, linear, exponential, and quadratic.)-Functions -F-BF.1	3rd Nine Weeks Unit 9	
35. [F-BF.2] Write arithmetic and geometric sequences both recursively and with an explicit formula, use them to model situations, and translate between the two forms.*	Building Functions-Build a function that models a relationship between two quantities. (For standards 33 and 34, linear, exponential, and quadratic.)-Functions -F-BF.2	3rd Nine Weeks Unit 9	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
<p>36. [F-BF.3A] Identify the effect on the graph of replacing <math>f(x)</math> by <math>f(x) + k</math>, <math>k f(x)</math>, <math>f(kx)</math>, and <math>f(x + k)</math> for specific values of <math>k</math> (both positive and negative); find the value of <math>k</math> given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.</p>	<p>Building Functions-Build new functions from existing functions. (Linear, exponential, quadratic, and absolute value.)-Functions -F-BF.3A</p>	<p>3rd Nine Weeks Unit 8</p>	
<p>37. [F-LE.1] Distinguish between situations that can be modeled with linear functions and with exponential functions. ~Prove that linear functions grow by equal differences over equal intervals, and that exponential functions grow by equal factors over equal intervals. ~Recognize situations in which one quantity changes at a constant rate per unit interval relative to another. ~Recognize situations in which a quantity grows or decays by a constant percent rate per unit interval relative to another.</p>	<p>Linear, Quadratic, &amp; Exponential Models*-Construct and compare linear, quadratic, and exponential models and solve problems.-Functions -F-LE.1</p>	<p>3rd Nine Weeks Unit 8</p>	
<p>38. [F-LE.2] Construct linear and exponential functions, including arithmetic and geometric sequences, given a graph, a description of a relationship, or two input-output pairs (include reading these from a table).</p>	<p>Linear, Quadratic, &amp; Exponential Models*-Construct and compare linear, quadratic, and exponential models and solve problems.-Functions -F-LE.2</p>	<p>3rd Nine Weeks Unit 8</p>	
<p>39. [F-LE.3] Observe using graphs and tables that a quantity increasing exponentially eventually exceeds a quantity increasing linearly, quadratically, or (more generally) as a polynomial function.</p>	<p>Linear, Quadratic, &amp; Exponential Models*-Construct and compare linear, quadratic, and exponential models and solve problems.-Functions -F-LE.3</p>	<p>3rd Nine Weeks Unit 8</p>	
<p>40. [F-LE.5] Interpret the parameters in a linear or exponential function in terms of a context.</p>	<p>Linear, Quadratic, &amp; Exponential Models*-Interpret expressions for functions in terms of the situation they model. (Linear and exponential of form <math>f(x) = bx + k</math>.)-Functions -F-LE.5</p>	<p>3rd Nine Weeks Unit 8</p>	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
41. [S-ID.1] Represent data with plots on the real number line (dot plots, histograms, and box plots).	Interpreting Categorical & Quantitative Data-Summarize, represent, and interpret data on a single count or measurement variable.-Statistics & Probability-S-ID.1		
42. [S-ID.2] Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets.	Interpreting Categorical & Quantitative Data-Summarize, represent, and interpret data on a single count or measurement variable.-Statistics & Probability-S-ID.2		
43. [S-ID.3] Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers).	Interpreting Categorical & Quantitative Data-Summarize, represent, and interpret data on a single count or measurement variable.-Statistics & Probability-S-ID.3		
44. [S-ID.5] Summarize categorical data for two categories in two-way frequency tables. Interpret relative frequencies in the context of the data (including joint, marginal, and conditional relative frequencies). Recognize possible associations and trends in the data.	Interpreting Categorical & Quantitative Data-Summarize, represent, and interpret data on two categorical and quantitative variables. (Linear focus, discuss general principle.)-Statistics & Probability-S-ID.5		
45. [S-ID.6] Represent data on two quantitative variables on a scatter plot, and describe how the variables are related. ~Fit a function to the data; use functions fitted to data to solve problems in the context of the data. Use given functions or choose a function suggested by the context. Emphasize linear, quadratic, and exponential models. ~Informally assess the fit of a function by plotting and analyzing residuals. ~Fit a linear function for a scatter plot that suggests a linear association.	Interpreting Categorical & Quantitative Data-Summarize, represent, and interpret data on two categorical and quantitative variables. (Linear focus, discuss general principle.)-Statistics & Probability-S-ID.6		
46. [S-ID.7] Interpret the slope (rate of change) and the intercept (constant term) of a linear model in the context of the data.	Interpreting Categorical & Quantitative Data-Interpret linear models.-Statistics & Probability-S-ID.7		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
47. [S-CP.2] Understand that two events A and B are independent if the probability of A and B occurring together is the product of their probabilities, and use this characterization to determine if they are independent.	Conditional Probability & the Rules of Probability-Understand independence and conditional probability and use them to interpret data. (Link to data from simulations or experiments.)-Statistics & Probability-S-CP.2		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
<b>Geometry Curriculum Alignment Guide</b>			
<b>Critical Standard</b>			
1. [G-CO.1] Know precise definitions of angle, circle, perpendicular line, parallel line, and line segment based on the undefined notions of point, line, distance along a line, and distance around a circular arc.	Congruence-Experiment with transformations in the plane.- Geometry-G-CO.1	2nd Nine Weeks Units 6,7	<a href="#">Geometry Pacing Guide</a>
2. [G-CO.2] Represent transformations in the plane using, e.g., transparencies and geometry software; describe transformations as functions that take points in the plane as inputs and give other points as outputs. Compare transformations that preserve distance and angle to those that do not (e.g., translation versus horizontal stretch).	Congruence-Experiment with transformations in the plane.- Geometry-G-CO.2	3rd-4th Nine Weeks Units 10, 14	
3. [G-CO.3] Given a rectangle, parallelogram, trapezoid, or regular polygon, describe the rotations and reflections that carry it onto itself.	Congruence-Experiment with transformations in the plane.- Geometry-G-CO.3	2nd-4th Nine Weeks Units 9, 13, 14	
4. [G-CO.4] Develop definitions of rotations, reflections, and translations in terms of angles, circles, perpendicular lines, parallel lines, and line segments.	Congruence-Experiment with transformations in the plane.- Geometry-G-CO.4	4th Nine Weeks Unit 14	
5. [G-CO.5] Given a geometric figure and a rotation, reflection, or translation, draw the transformed figure using, e.g., graph paper, tracing paper, or geometry software. Specify a sequence of transformations that will carry a given figure onto another.	Congruence-Experiment with transformations in the plane.- Geometry-G-CO.5	3rd Nine Weeks Unit 11	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
6. [G-CO.6] Use geometric descriptions of rigid motions to transform figures and to predict the effect of a given rigid motion on a given figure; given two figures, use the definition of congruence in terms of rigid motions to decide if they are congruent.	Congruence-Understand congruence in terms of rigid motions. (Build on rigid motions as a familiar starting point for development of concept of geometric proof.)-Geometry-G-CO.6	1st and 4th 9 Weeks Units 1, 12	
7. [G-CO.7] Use the definition of congruence in terms of rigid motions to show that two triangles are congruent if and only if corresponding pairs of sides and corresponding pairs of angles are congruent.	Congruence-Understand congruence in terms of rigid motions. (Build on rigid motions as a familiar starting point for development of concept of geometric proof.)-Geometry-G-CO.7	3rd Nine Weeks Unit 10, 11	
8. [G-CO.8] Explain how the criteria for triangle congruence, angle-side-angle (ASA), side-angle-side (SAS), and side-side-side (SSS), follow from the definition of congruence in terms of rigid motions.	Congruence-Understand congruence in terms of rigid motions. (Build on rigid motions as a familiar starting point for development of concept of geometric proof.)-Geometry-G-CO.8	3rd Nine Weeks Unit 10, 11	
9. [G-CO.9] Prove theorems about lines and angles. Theorems include vertical angles are congruent; when a transversal crosses parallel lines, alternate interior angles are congruent and corresponding angles are congruent; points on a perpendicular bisector of a line segment are exactly those equidistant from the segment's endpoints.	Congruence-Prove geometric theorems. (Focus on validity of underlying reasoning while using variety of ways of writing proofs.)-Geometry-G-CO.9	3rd Nine Weeks Unit 10, 11	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
10. [G-CO.10] Prove theorems about triangles. Theorems include measures of interior angles of a triangle sum to 180o, base angles of isosceles triangles are congruent, the segment joining midpoints of two sides of a triangle is parallel to the third side and half the length, the medians of a triangle meet at a point.	Congruence-Prove geometric theorems. (Focus on validity of underlying reasoning while using variety of ways of writing proofs.)- Geometry-G-CO.10	3rd Nine Weeks Unit 10, 11	
11. [G-CO.11] Prove theorems about parallelograms. Theorems include opposite sides are congruent, opposite angles are congruent, the diagonals of a parallelogram bisect each other, and conversely, rectangles are parallelograms with congruent diagonals.	Congruence-Prove geometric theorems. (Focus on validity of underlying reasoning while using variety of ways of writing proofs.)- Geometry-G-CO.11	3rd Nine Weeks Unit 10, 11	
12. [G-CO.12] Make formal geometric constructions with a variety of tools and methods such as compass and straightedge, string, reflective devices, paper folding, and dynamic geometric software, etc. Constructions include copying a segment; copying an angle; bisecting a segment; bisecting an angle; constructing perpendicular lines, including the perpendicular bisector of a line segment; and constructing a line parallel to a given line through a point not on the line.	Congruence-Make geometric constructions. (Formalize and explain processes.)-Geometry-G-CO.12	3rd Nine Weeks Unit 10, 11	
13. [G-CO.13] Construct an equilateral triangle, a square, and a regular hexagon inscribed in a circle.	Congruence-Make geometric constructions. (Formalize and explain processes.)-Geometry-G-CO.13	3rd Nine Weeks Unit 10, 11	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
14. [G-SRT.1] Verify experimentally the properties of dilations given by a center and a scale factor. ~A dilation takes a line not passing through the center of the dilation to a parallel line and leaves a line passing through the center unchanged. ~The dilation of a line segment is longer or shorter in the ratio given by the scale factor.	Similarity, Right Triangles, & Trigonometry-Understand similarity in terms of similarity transformations.-Geometry-G-SRT.1	3rd Nine Weeks Unit 10, 11	
15. [G-SRT.2] Given two figures, use the definition of similarity in terms of similarity transformations to decide if they are similar; explain using similarity transformations the meaning of similarity for triangles as the equality of all corresponding pairs of angles and the proportionality of all corresponding pairs of sides. (Alabama)Example 1:ImageGiven the two triangles above, show that they are similar. $4/8 = 6/12$ They are similar by SSS. The scale factor is equivalent. Example 2:ImageShow that the two triangles are similar. Two corresponding sides are proportional and the included angle is congruent. (SAS similarity)	Similarity, Right Triangles, & Trigonometry-Understand similarity in terms of similarity transformations.-Geometry-G-SRT.2	3rd Nine Weeks Unit 10, 11	
16. [G-SRT.3] Use the properties of similarity transformations to establish the angle-angle (AA) criterion for two triangles to be similar.	Similarity, Right Triangles, & Trigonometry-Understand similarity in terms of similarity transformations.-Geometry-G-SRT.3	4th Nine Weeks Unit 14	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
17. [G-SRT.4] Prove theorems about triangles. Theorems include a line parallel to one side of a triangle divides the other two proportionally, and conversely; the Pythagorean Theorem proved using triangle similarity.	Similarity, Right Triangles, & Trigonometry-Prove theorems involving similarity.-Geometry-G-SRT.4	4th Nine Weeks Unit 14	
18. [G-SRT.5] Use congruence and similarity criteria for triangles to solve problems and to prove relationships in geometric figures.	Similarity, Right Triangles, & Trigonometry-Prove theorems involving similarity.-Geometry-G-SRT.5	4th Nine Weeks Unit 13	
19. [G-SRT.6] Understand that by similarity, side ratios in right triangles are properties of the angles in the triangle leading to definitions of trigonometric ratios for acute angles.	Similarity, Right Triangles, & Trigonometry-Define trigonometric ratios and solve problems involving right triangles.-Geometry-G-SRT.6	1st and 4th Nine Weeks Units 5, 14	
20. [G-SRT.7] Explain and use the relationship between the sine and cosine of complementary angles.	Similarity, Right Triangles, & Trigonometry-Define trigonometric ratios and solve problems involving right triangles.-Geometry-G-SRT.7	4th Nine Weeks Unit 13	
21. [G-SRT.8] Use trigonometric ratios and the Pythagorean Theorem to solve right triangles in applied problems.*	Similarity, Right Triangles, & Trigonometry-Define trigonometric ratios and solve problems involving right triangles.-Geometry-G-SRT.8	1st and 2nd Nine Weeks Unit 4	
22. [G-SRT.10] (+) Prove the Laws of Sines and Cosines and use them to solve problems.	Similarity, Right Triangles, & Trigonometry-Apply trigonometry to general triangles.-Geometry-G-SRT.10	1st Nine Weeks Unit 4	
23. [G-SRT.11] (+) Understand and apply the Law of Sines and the Law of Cosines to find unknown measurements in right and non-right triangles (e.g., surveying problems, resultant forces).	Similarity, Right Triangles, & Trigonometry-Apply trigonometry to general triangles.-Geometry-G-SRT.11	1st Nine Weeks Unit 4	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
24. [G-C.1] Prove that all circles are similar.	Circles-Understand and apply theorems about circles.-Geometry-G-C.1	2nd Nine Weeks Unit 4	
25. [G-C.2] Identify and describe relationships among inscribed angles, radii, and chords. Include the relationship between central, inscribed, and circumscribed angles; inscribed angles on a diameter are right angles; the radius of a circle is perpendicular to the tangent where the radius intersects the circle.	Circles-Understand and apply theorems about circles.-Geometry-G-C.2	2nd Nine Weeks Unit 6	
26. [G-C.3] Construct the inscribed and circumscribed circles of a triangle, and prove properties of angles for a quadrilateral inscribed in a circle.	Circles-Understand and apply theorems about circles.-Geometry-G-C.3	1st Nine Weeks Unit 5	
27. [G-C.4] (+) Construct a tangent line from a point outside a given circle to the circle.	Circles-Understand and apply theorems about circles.-Geometry-G-C.4	2nd Nine Weeks Unit 5	
28. [G-C.5] Derive, using similarity, the fact that the length of the arc intercepted by an angle is proportional to the radius, and define the radian measure of the angle as the constant of proportionality; derive the formula for the area of a sector.	Circles-Find arc lengths and areas of sectors of circles. (Radian introduced only as unit of measure.)-Geometry-G-C.5	2nd Nine Weeks Unit 5	
29. [G-GPE.1] Derive the equation of a circle of given center and radius using the Pythagorean Theorem; complete the square to find the center and radius of a circle given by an equation.	Expressing Geometric Properties with Equations-Translate between the geometric description and the equation for a conic section.-Geometry-G-GPE.1	1st-4th Nine Weeks Units 1, 3, 4, 5, 6, 9, 12	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
30. [G-GPE.4] Use coordinates to prove simple geometric theorems algebraically. Example: Prove or disprove that a figure defined by four given points in the coordinate plane is a rectangle; prove or disprove that the point $(1, \sqrt{3})$ lies on the circle centered at the origin and containing the point $(0, 2)$ .	Expressing Geometric Properties with Equations-Use coordinates to prove simple geometric theorems algebraically. (Include distance formula; relate to Pythagorean Theorem.)-Geometry-G-GPE.4	1st and 4th Nine Weeks Units 1, 3, 12	
31. [G-GPE.5] Prove the slope criteria for parallel and perpendicular lines, and use them to solve geometric problems (e.g., find the equation of a line parallel or perpendicular to a given line that passes through a given point).	Expressing Geometric Properties with Equations-Use coordinates to prove simple geometric theorems algebraically. (Include distance formula; relate to Pythagorean Theorem.)-Geometry-G-GPE.5	1st-3rd Nine Weeks Units 2, 3, 6, 7, 9	
32. [G-GPE.6] Find the point on a directed line segment between two given points that partitions the segment in a given ratio.	Expressing Geometric Properties with Equations-Use coordinates to prove simple geometric theorems algebraically. (Include distance formula; relate to Pythagorean Theorem.)-Geometry-G-GPE.6	1st and 3rd Nine Weeks Units 1, 6, 9, 12	
33. [G-GPE.7] Use coordinates to compute perimeters of polygons and areas of triangles and rectangles, e.g., using the distance formula.*	Expressing Geometric Properties with Equations-Use coordinates to prove simple geometric theorems algebraically. (Include distance formula; relate to Pythagorean Theorem.)-Geometry-G-GPE.7	2nd Nine Weeks Unit 3	
34. [G-GMD.5] Determine areas and perimeters of regular polygons, including inscribed or circumscribed polygons, given the coordinates of vertices or other characteristics. (Alabama)	Geometric Measurement & Dimension-Use coordinates to prove simple geometric theorems algebraically. (Alabama)-Geometry-G-GMD.5	2nd Nine Weeks Units 5, 6	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
35. [G-GMD.1] Give an informal argument for the formulas for the circumference of a circle; area of a circle; and volume of a cylinder, pyramid, and cone. Use dissection arguments, Cavalieri's principle, and informal limit arguments.	Geometric Measurement & Dimension-Explain volume formulas and use them to solve problems.-Geometry-G-GMD.1	3rd and 4th Nine Weeks Units 7, 8, 13	
36. [G-GMD.3] Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.*	Geometric Measurement & Dimension-Explain volume formulas and use them to solve problems.-Geometry-G-GMD.3	3rd and 4th Nine Weeks Units 7, 8, 12, 14	
37. [G-GMD.6] Determine the relationship between surface areas of similar figures and volumes of similar figures. (Alabama) *	Geometric Measurement & Dimension-Explain volume formulas and use them to solve problems.-Geometry-G-GMD.6	4th Nine Week Unit 12	
38. [G-GMD.4] Identify the shapes of two-dimensional cross-sections of three-dimensional objects, and identify three-dimensional objects generated by rotations of two-dimensional objects.	Geometric Measurement & Dimension-Visualize relationships between two-dimensional and three-dimensional objects.-Geometry-G-GMD.4	4th Nine Week Units 7, 13, 14	
39. [G-MG.1] Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*	Modeling with Geometry-Apply geometric concepts in modeling situations.-Geometry-G-MG.1		
40. [G-MG.2] Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, British Thermal Units (BTUs) per cubic foot).*	Modeling with Geometry-Apply geometric concepts in modeling situations.-Geometry-G-MG.2		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
41. [G-MG.3] Apply geometric methods to solve design problems (e.g., designing an object or structure to satisfy physical constraints or minimize cost; working with typographic grid systems based on ratios).*	Modeling with Geometry-Apply geometric concepts in modeling situations.-Geometry-G-MG.3		
42. [S-MD.6] (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Using Probability to Make Decisions-Use probability to evaluate outcomes of decisions. (Introductory; apply counting rules.)-Statistics & Probability-S-MD.6		
43. [S-MD.7] (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game). (Alabama)Example:ImageWhat is the probability of tossing a penny and having it land in the non-shaded region? Geometric Probability is the Non-Shaded Area divided by the Total Area.Image	Using Probability to Make Decisions-Use probability to evaluate outcomes of decisions. (Introductory; apply counting rules.)-Statistics & Probability-S-MD.7		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
Critical Standards			
ALGEBRA II with Trigonometry Curriculum Guide			
1. [N-CN.1T] Know there is a complex number $i$ such that $i^2 = -1$ , and every complex number has the form $a + bi$ with $a$ and $b$ real.	The Complex Number System- Perform arithmetic operations with complex numbers.- Number/Quantity -N-CN.1T	1st Nine Week Unit 3	<a href="#">Algebra II Pacing Guide</a>
2. [N-CN.2T] Use the relation $i^2 = -1$ and the commutative, associative, and distributive properties to add, subtract, and multiply complex numbers.	The Complex Number System- Perform arithmetic operations with complex numbers.- Number/Quantity -N-CN.2T	4th Nine Weeks Unit 12	
3. [N-CN.3] (+) Find the conjugate of a complex number; use conjugates to find moduli and quotients of complex numbers.	The Complex Number System- Perform arithmetic operations with complex numbers.- Number/Quantity -N-CN.3T	4th Nine Weeks Unit 12	
4. [N-CN.7] Solve quadratic equations with real coefficients that have complex solutions.	The Complex Number System- Use complex numbers in polynomial identities and equations. (Polynomials with real coefficients.)-Number/Quantity - N-CN.7T	4th Nine Weeks Unit 12	
5. [N-CN.8] (+) Extend polynomial identities to the complex numbers. Example: Rewrite $x^2 + 4$ as $(x + 2i)(x - 2i)$ .	The Complex Number System- Use complex numbers in polynomial identities and equations. (Polynomials with real coefficients.)-Number/Quantity - N-CN.8T	4th Nine Weeks Unit 12	
6. [N-CN.9] (+) Know the Fundamental Theorem of Algebra; show that it is true for quadratic polynomials.	The Complex Number System- Use complex numbers in polynomial identities and equations. (Polynomials with real coefficients.)-Number/Quantity - N-CN.9T	1st and 2nd Nine Weeks 3, 4	
7. [N-VM.6] (+) Use matrices to represent and manipulate data, e.g., to represent payoffs or incidence relationships in a network. (Use technology to approximate roots.) (Alabama)	Vector and Matrix Quantities- Perform operations on matrices and use matrices in applications.- Number/Quantity -N-VM.6T	2nd Nine Weeks Unit 4	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
8. [N-VM.7] (+) Multiply matrices by scalars to produce new matrices, e.g., as when all of the payoffs in a game are doubled.	Vector and Matrix Quantities- Perform operations on matrices and use matrices in applications.- Number/Quantity -N-VM.7T	1st Nine Weeks Unit 2	
9. [N-VM.8] (+) Add, subtract, and multiply matrices of appropriate dimensions.	Vector and Matrix Quantities- Perform operations on matrices and use matrices in applications.- Number/Quantity -N-VM.8T	2nd Nine Weeks Unit 5	
10. [N-VM.9] (+) Understand that, unlike multiplication of numbers, matrix multiplication for square matrices is not a commutative operation, but still satisfies the associative and distributive properties.	Vector and Matrix Quantities- Perform operations on matrices and use matrices in applications.- Number/Quantity -N-VM.9T	1st and 2nd Nine Weeks Units 3, 5	
11. [N-VM.10] (+) Understand that the zero and identity matrices play a role in matrix addition and multiplication similar to the role of 0 and 1 in the real numbers. The determinant of a square matrix is nonzero if and only if the matrix has a multiplicative inverse.	Vector and Matrix Quantities- Perform operations on matrices and use matrices in applications.- Number/Quantity -N-VM.10T	1st and 2nd Nine Weeks Units 3,4	
12. [A-SSE.1T] Interpret expressions that represent a quantity in terms of its context.* ~Interpret parts of an expression, such as terms, factors, and coefficients. ~Interpret complicated expressions by viewing one or more of their parts as a single entity. For example, interpret $P(1+r)^n$ as the product of P and a factor not depending on P.	Seeing Structure in Expressions- Interpret the structure of expressions. (Polynomial and rational.)-Algebra-A-SSE.1T	1st and 2nd Nine Weeks Units 2,5	
13. [A-SSE.2T] Use the structure of an expression to identify ways to rewrite it. For example, see $x^4 - y^4$ as $(x^2)^2 - (y^2)^2$ , thus recognizing it as a difference of squares that can be factored as $(x^2 - y^2)(x^2 + y^2)$ .	Seeing Structure in Expressions- Interpret the structure of expressions. (Polynomial and rational.)-Algebra-A-SSE.2T	1st and 2nd Nine Weeks Units 3, 5, 11	
14. [A-SSE.4T] Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. For example, calculate mortgage payments.*	Seeing Structure in Expressions- Write expressions in equivalent forms to solve problems.-Algebra-A-SSE.4T	1st Nine Weeks Unit 2	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
15. [A-APR.1T] Understand that polynomials form a system analogous to the integers; namely, they are closed under the operations of addition, subtraction, and multiplication; add, subtract, and multiply polynomials.	Arithmetic with Polynomials and Rational Expressions -Perform arithmetic operations on polynomials. (Beyond quadratic.)- Algebra-A-APR.1T	1st-2nd Nine Weeks Units 3,4	
16. [A-APR.2T] Know and apply the Remainder Theorem: For a polynomial $p(x)$ and a number $a$ , the remainder on division by $x - a$ is $p(a)$ , so $p(a) = 0$ if and only if $(x - a)$ is a factor of $p(x)$ .	Arithmetic with Polynomials and Rational Expressions - Understand the relationship between zeros and factors of polynomials.-Algebra-A-APR.2T	1st-4th Nine Weeks Units 1, 2, 3, 4 5, 9, 11	
17. [A-APR.3T] Identify zeros of polynomials when suitable factorizations are available, and use the zeros to construct a rough graph of the function defined by the polynomial.	Arithmetic with Polynomials and Rational Expressions - Understand the relationship between zeros and factors of polynomials.-Algebra-A-APR.3T	1st-4th Nine Weeks Units 1, 2, 3, 4 5, 9, 10, 11	
18. [A-APR.4T] Prove polynomial identities and use them to describe numerical relationships. Example: The polynomial identity $(x^2 + y^2)^2 = (x^2 - y^2)^2 + (2xy)^2$ can be used to generate Pythagorean triples.	Arithmetic with Polynomials and Rational Expressions -Use polynomial identities to solve problems.-Algebra-A-APR.4T	1st, 2nd, and 4th Nine Weeks Units 1, 2, 3, 4 5, 11	
19. [A-APR.6T] Rewrite simple rational expressions in different forms; write $a(x)/b(x)$ in the form $q(x) + r(x)/b(x)$ , where $a(x)$ , $b(x)$ , $q(x)$ , and $r(x)$ are polynomials with the degree of $r(x)$ less than the degree of $b(x)$ , using inspection, long division, or for the more complicated examples, a computer algebra system.	Arithmetic with Polynomials and Rational Expressions -Rewrite rational expressions. (Linear and quadratic denominators.)- Algebra-A-APR.6T	1st Nine Weeks Unit 1	
20. [A-CED.1T] Create equations and inequalities in one variable and use them to solve problems. Include equations arising from linear and quadratic functions, and simple rational and exponential functions.	Creating Equations*-Create equations that describe numbers or relationships. (Equations using all available types of expressions, including simple root functions.)- Algebra-A-CED.1T	1st-4th Nine Weeks Units 1, 2, 3, 4 5, 9, 10, 11	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
21. [A-CED.2T] Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Creating Equations*-Create equations that describe numbers or relationships. (Equations using all available types of expressions, including simple root functions.)- Algebra-A-CED.2T	3rd Nine Week Unit 8	
22. [A-CED.3T] Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or nonviable options in a modeling context. Example: Represent inequalities describing nutritional and cost constraints on combinations of different foods.	Creating Equations*-Create equations that describe numbers or relationships. (Equations using all available types of expressions, including simple root functions.)- Algebra-A-CED.3T	2nd Nine Week Unit 5	
23. [A-CED.4T] Rearrange formulas to highlight a quantity of interest, using the same reasoning as in solving equations. Example: Rearrange Ohm's law $V = IR$ to highlight resistance R.	Reasoning with Equations & Inequalities-Create equations that describe numbers or relationships. (Equations using all available types of expressions, including simple root functions.)- Algebra-A-CED.4T	3rd Nine Week Unit 7	
24. [A-REI.12T] Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.	Reasoning with Equations & Inequalities-Understand solving equations as a process of reasoning and explain the reasoning. (Simple rational and radical.)-Algebra-A-REI.12T	3rd Nine Week Unit 6	
25. [A-REI.4b] Recognize when the quadratic formula gives complex solutions and write them as $a \pm bi$ form for real numbers a and b. (Alabama)	Reasoning with Equations & Inequalities-Solve equations and inequalities in one variable.- Algebra-A-REI.4T	3rd Nine Week Unit 7	
26. [A-REI.9] (+) Find the inverse of a matrix if it exists and use it to solve systems of linear equations (using technology for matrices of dimension 3 x 3 or greater).	Reasoning with Equations & Inequalities-Solve systems of equations.-Algebra-A-REI.9T	3rd Nine Week Unit 6	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
27. [A-REI.11T] Explain why the x-coordinates of the points where the graphs of the equations $y = f(x)$ and $y = g(x)$ intersect are the solutions of the equation $f(x) = g(x)$ ; find the solutions approximately, e.g., using technology to graph the functions, make tables of values, or find successive approximations. Include cases where $f(x)$ and/or $g(x)$ are linear, polynomial, rational, absolute value, exponential, and logarithmic functions.*	Interpreting Functions-Represent and solve equations and inequalities graphically. (Combine polynomial, rational, radical, absolute value, and exponential functions.)-Functions -A-REI.11T	3rd Nine Week Unit 7	
28. [F-IF.7d] Create graphs of conic sections, including parabolas, hyperbolas, ellipses, circles, and degenerate conics, from second-degree equations. (Alabama) Example: Graph $x^2 - 6x + y^2 - 12y + 41 = 0$ or $y^2 - 4x + 2y + 5 = 0$ . ~Formulate equations of conic sections from their determining characteristics. (Alabama) Example: Write the equation of an ellipse with center (5, -3), a horizontal major axis of length 10, and a minor axis of length 4. Answer: $(x - 5)/25 + (y + 3)/4 = 1$ .	Conic Sections-Understand the graphs and equations of conic sections. (Emphasize understanding graphs and equations of circles and parabolas.) (Alabama)-Functions - F-IF.7dT	3rd Nine Week Unit 6	
29. [F-IF.5T] Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. Example: If the function $h$ (n) gives the number of person-hours it takes to assemble n engines in a factory, then the positive integers would be an appropriate domain for the function.*	Interpreting Functions-Interpret functions that arise in applications in terms of the context. (Emphasize selection of appropriate models.)-Functions - F-IF.5T	3rd Nine Week Unit 6	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
30. [F-IF.7T] Graph functions expressed symbolically, and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* ~Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. ~Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. ~Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Interpreting Functions-Analyze functions using different representations. (Focus on using key features to guide selection of appropriate type of model function.)-Functions -F-IF.7T	3rd Nine Week Unit 6	
31. [F-IF.8T] Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Interpreting Functions-Analyze functions using different representations. (Focus on using key features to guide selection of appropriate type of model function.)-Functions -F-IF.8T	3rd Nine Week Unit 7	
32. [F-IF.9T] Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). Example: Given a graph of one quadratic function and an algebraic expression for another, say which has the larger maximum.	Building Functions-Analyze functions using different representations. (Focus on using key features to guide selection of appropriate type of model function.)-Functions -F-IF.9T	3rd Nine Week Unit 7	
33. [F-BF.1] Write a function that describes a relationship between two quantities.* ~Combine standard function types using arithmetic operations. Example: Build a function that models the temperature of a cooling body by adding a constant function to a decaying exponential, and relate these functions to the model.	Building Functions-Build a function that models a relationship between two quantities-Functions -F-BF.1T	3rd Nine Week Unit 7	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
34. [F-BF.3T] Identify the effect on the graph of replacing $f(x)$ by $f(x) + k$ , $k f(x)$ , $f(kx)$ , and $f(x + k)$ for specific values of $k$ (both positive and negative); find the value of $k$ given the graphs. Experiment with cases and illustrate an explanation of the effects on the graph using technology. Include recognizing even and odd functions from their graphs and algebraic expressions for them.	Building Functions-Build new functions from existing functions. (Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.)-Functions -F-BF.3T	3rd Nine Week Unit 7	
35. [F-BF.4] Find inverse functions. ~Solve an equation of the form $f(x) = c$ for a simple function $f$ that has an inverse and write an expression for the inverse. Example: $f(x) = 2x^3$ or $f(x) = (x+1)/(x-1)$ for $x \neq 1$ .	Building Functions-Build new functions from existing functions. (Include simple radical, rational, and exponential functions; emphasize common effect of each transformation across function types.)-Functions -F-BF.4T	4th Nine Week Unit 10	
36. [F-LE.4T] For exponential models, express as a logarithm the solution to $abct = d$ where $a$ , $c$ , and $d$ are numbers, and the base $b$ is 2, 10, or $e$ ; evaluate the logarithm using technology.	Linear, Quadratic, & Exponential Models*-Construct and compare linear, quadratic, and exponential models and solve problems. (Logarithms as solutions for exponentials.)-Functions -F-LE.4T	4th Nine Week Unit 10	
37. [F-TF.1] Understand radian measure of an angle as the length of the arc on the unit circle subtended by the angle.	Trigonometric Functions-Extend the domain of trigonometric functions using the unit circle.- Functions -F-TF.1	4th Nine Week Unit 10	
38. [F-TF.2] Explain how the unit circle in the coordinate plane enables the extension of trigonometric functions to all real numbers, interpreted as radian measures of angles traversed counterclockwise around the unit circle.	Trigonometric Functions-Extend the domain of trigonometric functions using the unit circle.- Functions -F-TF.2	4th Nine Week Unit 10	
39. [F-TF.10T] Define the six trigonometric functions using ratios of the sides of a right triangle, coordinates on the unit circle, and the reciprocal of other functions. (Alabama)	Trigonometric Functions-Extend the domain of trigonometric functions using the unit circle.- Functions -F-TF.10T		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
40. [F-TF.5] Choose trigonometric functions to model periodic phenomena with specified amplitude, frequency, and midline.*	Trigonometric Functions-Model periodic phenomena with trigonometric functions- Functions -F-TF.5		
41. [S-MD.6T] (+) Use probabilities to make fair decisions (e.g., drawing by lots, using a random number generator).	Using Probability to Make Decisions-Use probability to evaluate outcomes of decisions. (Include more complex situations.)-Statistics & Probability-S-MD.6T		
42. [S-MD.7T] (+) Analyze decisions and strategies using probability concepts (e.g., product testing, medical testing, pulling a hockey goalie at the end of a game).	Using Probability to Make Decisions-Use probability to evaluate outcomes of decisions. (Include more complex situations.)-Statistics & Probability-S-MD.7T		
43. [S-CP.1] Describe events as subsets of a sample space (the set of outcomes), using characteristics (or categories) of the outcomes, or as unions, intersections, or complements of other events ("or," "and," "not").	Conditional Probability & the Rules of Probability-Understand independence and conditional probability and use them to interpret data. (Link to data from simulations or experiments.)- Statistics & Probability-S-CP.1T		
44. [S-CP.3] Understand the conditional probability of A given B as $P(A \text{ and } B)/P(B)$ , and interpret independence of A and B as saying that the conditional probability of A given B is the same as the probability of A, and the conditional probability of B given A is the same as the probability of B.	Conditional Probability & the Rules of Probability-Understand independence and conditional probability and use them to interpret data. (Link to data from simulations or experiments.)- Statistics & Probability-S-CP.3T		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
45. [S-CP.4] Construct and interpret two-way frequency tables of data when two categories are associated with each object being classified. Use the two-way table as a sample space to decide if events are independent and to approximate conditional probabilities. Example: Collect data from a random sample of students in your school on their favorite subject among math, science, and English. Estimate the probability that a randomly selected student from your school will favor science given that the student is in tenth grade. Do the same for other subjects and compare the results.	Conditional Probability & the Rules of Probability-Understand independence and conditional probability and use them to interpret data. (Link to data from simulations or experiments.)- Statistics & Probability-S-CP.4T		
46. [S-CP.5] Recognize and explain the concepts of conditional probability and independence in everyday language and everyday situations. Example: Compare the chance of having lung cancer if you are a smoker with the chance of being a smoker if you have lung cancer.	Conditional Probability & the Rules of Probability-Understand independence and conditional probability and use them to interpret data. (Link to data from simulations or experiments.)- Statistics & Probability-S-CP.5T		
47. [S-CP.6] Find the conditional probability of A given B as the fraction of B's outcomes that also belong to A, and interpret the answer in terms of the model.	Conditional Probability & the Rules of Probability-Use the rules of probability to compute probabilities of compound events in a uniform probability model.- Statistics & Probability-S-CP.6T		
48. [S-CP.7] Apply the Addition Rule, $P(A \text{ or } B) = P(A) + P(B) - P(A \text{ and } B)$ , and interpret the answer in terms of the model.	Conditional Probability & the Rules of Probability-Use the rules of probability to compute probabilities of compound events in a uniform probability model.- Statistics & Probability-S-CP.7T		
49. [S-CP.8] (+) Apply the general Multiplication Rule in a uniform probability model, $P(A \text{ and } B) = P(A)P(B A) = P(B)P(A B)$ , and interpret the answer in terms of the model.	Conditional Probability & the Rules of Probability-Use the rules of probability to compute probabilities of compound events in a uniform probability model.- Statistics & Probability-S-CP.8T		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
50. [S-CP.9] (+) Use permutations and combinations to compute probabilities of compound events and solve problems.	Conditional Probability & the Rules of Probability-Use the rules of probability to compute probabilities of compound events in a uniform probability model.- Statistics & Probability-S-CP.9T		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
<b>PRE-CALCULUS ALIGNMENT GUIDE</b>			
1. [N-CN.4] (+) Represent complex numbers on the complex plane in rectangular and polar form (including real and imaginary numbers), and explain why the rectangular and polar forms of a given complex number represent the same number.	The Complex Number System- Represent complex numbers and their operations on the complex.- Number/Quantity -N-CN.4	3rd Nine Week Unit 6	<a href="#">Pre-Calculus Pacing Guide</a>
2. [N-CN.5] (+) Represent addition, subtraction, multiplication, and conjugation of complex numbers geometrically on the complex plane; use properties of this representation for computation. Example: $(-1 + \sqrt{3}i)^3 = 8$ because $(-1 + \sqrt{3}i)$ has modulus 2 and argument $120^\circ$ .	The Complex Number System- Represent complex numbers and their operations on the complex.- Number/Quantity -N-CN.5	2nd Nine Week Unit 3	
3. [N-CN.6] (+) Calculate the distance between numbers in the complex plane as the modulus of the difference, and the midpoint of a segment as the average of the numbers at its endpoints.	The Complex Number System- Represent complex numbers and their operations on the complex.- Number/Quantity -N-CN.6	2nd Nine Week Unit 3	
4. [N-CN.10] Determine numerically, algebraically, and graphically the limits of functions at specific values and at infinity. (Alabama) ~Apply limits in problems involving convergence and divergence. (Alabama)	The Complex Number System- Represent complex numbers and their operations on the complex.- Number/Quantity -N-CN.10	2nd Nine Week Unit 3	
5. [N-VM.1] (+) Recognize vector quantities as having both magnitude and direction. Represent vector quantities by directed line segments, and use appropriate symbols for vectors and their magnitudes (e.g., $\mathbf{v}$ , $ \mathbf{v} $ , $\ \mathbf{v}\ $ , $v$ ).	Vector and Matrix Quantities- Perform operations on vectors.- Number/Quantity -N-VM.1	2nd Nine Week Unit 3	
6. [N-VM.2] (+) Find the components of a vector by subtracting the coordinates of an initial point from the coordinates of a terminal point.	Vector and Matrix Quantities- Perform operations on vectors.- Number/Quantity -N-VM.2	2nd Nine Weeks Unit 3, 5	
7. [N-VM.3] (+) Solve problems involving velocity and other quantities that can be represented by vectors.	Vector and Matrix Quantities- Perform operations on matrices and use matrices in applications.- Number/Quantity -N-VM.3	3rd Nine Weeks Units 7, 9	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
8. [N-VM.4] (+) Add and subtract vectors. $\sim$ (+) Add vectors end-to-end, component-wise, and by the parallelogram rule. Understand that the magnitude of a sum of two vectors is typically not the sum of the magnitudes. $\sim$ (+) Given two vectors in magnitude and direction form, determine the magnitude and direction of their sum. $\sim$ (+) Understand vector subtraction $v - w$ as $v + (-w)$ , where $-w$ is the additive inverse of $w$ , with the same magnitude as $w$ and pointing in the opposite direction. Represent vector subtraction graphically by connecting the tips in the appropriate order, and perform vector subtraction component-wise.	Vector and Matrix Quantities- Perform operations on matrices and use matrices in applications.- Number/Quantity -N-VM.4	1st Nine Weeks Unit 2	
9. [N-VM.5] (+) Multiply a vector by a scalar. $\sim$ (+) Represent scalar multiplication graphically by scaling vectors and possibly reversing their direction; perform scalar multiplication component-wise, e.g., as $c(v_x, v_y) = (cv_x, cv_y)$ . $\sim$ (+) Compute the magnitude of a scalar multiple $cv$ using $\ cv\  =  c v$ . Compute the direction of $cv$ knowing that when $ c v \neq 0$ , the direction of $cv$ is either along $v$ (for $c > 0$ ) or against $v$ (for $c < 0$ ).	Vector and Matrix Quantities- Perform operations on matrices and use matrices in applications.- Number/Quantity -N-VM.5	1st Nine Weeks Unit 2	
10. [N-VM.11] (+) Multiply a vector (regarded as a matrix with one column) by a matrix of suitable dimensions to produce another vector. Work with matrices as transformations of vectors.	Vector and Matrix Quantities- Perform operations on matrices and use matrices in applications.- Number/Quantity -N-VM.11	1st Nine Weeks Unit 2	
11. [N-VM.12] (+) Work with $2 \times 2$ matrices as transformations of the plane, and interpret the absolute value of the determinant in terms of area.	Vector and Matrix Quantities- Perform operations on matrices and use matrices in applications.- Number/Quantity -N-VM.12	1st Nine Weeks Unit 2	
12. [A-SSE.4] Derive the formula for the sum of a finite geometric series (when the common ratio is not 1), and use the formula to solve problems. (Extend to infinite geometric series.)* For example, calculate mortgage payments.* (Alabama)	Seeing Structure in Expressions- Write expressions in equivalent forms to solve problems.-Algebra-A-SSE.4A	1st Nine Weeks Unit 2	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
13. [A-APR.5] (+) Know and apply the Binomial Theorem for the expansion of $(x + y)^n$ in powers of $x$ and $y$ for a positive integer $n$ , where $x$ and $y$ are any numbers, with coefficients determined, for example, by Pascal's Triangle.1 (1The Binomial Theorem can be proved by mathematical induction or by a combinatorial argument.)	Arithmetic with Polynomials and Rational Expressions -Use polynomial identities to solve problems.-Algebra-A-APR.5	1st Nine Weeks Unit 2	
14. [A-REI.8] (+) Represent a system of linear equations as a single matrix equation in a vector variable.	Reasoning with Equations & Inequalities-Solve systems of equations.-Algebra-A-REI.8	1st Nine Weeks Unit 2	
15. [F-IF.7d] Create graphs of conic sections, including parabolas, hyperbolas, ellipses, circles, and degenerate conics, from second-degree equations. (Alabama) Example: Graph $x^2 - 6x + y^2 - 12y + 41 = 0$ or $y^2 - 4x + 2y + 5 = 0$ . ~Formulate equations of conic sections from their determining characteristics. (Alabama) Example: Write the equation of an ellipse with center $(5, -3)$ , a horizontal major axis of length 10, and a minor axis of length 4. Answer: $(x - 5)/25 + (y + 3)/4 = 1$ .	Conic Sections-Understand the graphs and equations of conic sections. (Alabama)-Functions -F-IF.7dA	3rd Nine Weeks Unit 6	
16. [F-IF.4] For a function that models a relationship between two quantities, interpret key features of graphs and tables in terms of the quantities, and sketch graphs showing key features given a verbal description of the relationship. (Key features include intercepts; intervals where the function is increasing, decreasing, positive, or negative; relative maximums and minimums; symmetries; end behavior; and periodicity. Determine odd, even, neither.)* (Alabama)	Interpreting Functions-Interpret functions that arise in applications in terms of the context. (Emphasize selection of appropriate models. Understand limits of functions.) (Alabama)-Functions -F-IF.4	2nd Nine Weeks Unit 5	
17. [F-IF.6] Calculate and interpret the average rate of change of a function (presented symbolically or as a table) over a specified interval. Estimate the rate of change from a graph.*	Interpreting Functions-Interpret functions that arise in applications in terms of the context. (Emphasize selection of appropriate models.)-Functions -F-IF.6	2nd Nine Weeks Unit 5	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
18. [F-IF.7c] 25. [F-IF.7] Graph functions expressed symbolically, and show key features of the graph, by hand in simple cases and using technology for more complicated cases.* ~Graph square root, cube root, and piecewise-defined functions, including step functions and absolute value functions. ~Graph polynomial functions, identifying zeros when suitable factorizations are available, and showing end behavior. ~(+ ) Graph rational functions, identifying zeros and asymptotes when suitable factorizations are available, and showing end behavior. ~Graph exponential and logarithmic functions, showing intercepts and end behavior, and trigonometric functions, showing period, midline, and amplitude.	Interpreting Functions-Analyze functions using different representations. (Focus on using key features to guide selection of appropriate type of model function with emphasis on piecewise, step, and absolute value. Also emphasize inverse and transformations of polynomials, rational, radical, absolute value, and trigonometric functions.) (Alabama)-Functions -F-IF.7c	3rd Nine Weeks Unit 7	
19. [F-BF.1c] (+) Compose functions. Example: If $T(y)$ is the temperature in the atmosphere as a function of height, and $h(t)$ is the height of a weather balloon as a function of time, then $T(h(t))$ is the temperature at the location of the weather balloon as a function of time.	Building Functions-Build a function that models a relationship between two quantities.-Functions -F-BF.1c	3rd Nine Weeks Unit 7	
20. [F-BF.5a] Determine the inverse of a function and a relation. (Alabama)	Building Functions-Build new functions from existing functions.-Functions -F-BF.5a	1st and 3rd Nine Weeks Units 1,7	
21. [F-BF.4b] (+) Verify by composition that one function is the inverse of another.	Building Functions-Build new functions from existing functions.-Functions -F-BF.4b	3rd Nine Weeks Unit 7	
22. [F-BF.4c] (+) Read values of an inverse function from a graph or a table, given that the function has an inverse.	Building Functions-Build new functions from existing functions.-Functions -F-BF.4c	1st Nine Weeks Unit 2	
23. [F-BF.4d] (+) Produce an invertible function from a non-invertible function by restricting the domain.	Building Functions-Build new functions from existing functions.-Functions -F-BF.4d	1st Nine Weeks Unit 2	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
24. [F-BF.5] (+) Understand the inverse relationship between exponents and logarithms, and use this relationship to solve problems involving logarithms and exponents.	Building Functions-Build new functions from existing functions.- Functions -F-BF.5	1st, 3rd, 4th Nine Weeks Units 1,7,8,10, 11	
25. [F-BF.5b] Compare effects of parameter changes on graphs of transcendental functions. (Alabama) Example: Explain the relationship of the graph $y = ex-2$ to the graph $y = ex$ .	Building Functions-Build new functions from existing functions.- Functions -F-BF.5b	1st, 3rd, 4th Nine Weeks Units 2,6,8,10,11	
26. [F-TF.10] Determine the amplitude, period, phase shift, domain, and range of trigonometric functions and their inverses. (Alabama)	Trigonometric Functions-Recognize attributes of trigonometric functions and solve problems involving trigonometry. (Alabama)- Functions -F-TF.10	1st, 3rd, 4th Nine Weeks Units 1, 2, 7,8, 11	
27. [F-TF.11] Use the sum, difference, and half-angle identities to find the exact value of a trigonometric function. (Alabama)	Trigonometric Functions-Recognize attributes of trigonometric functions and solve problems involving trigonometry. (Alabama)- Functions -F-TF.11	3rd Nine Weeks Unit 8	
28. [F-TF.12] Utilize parametric equations by graphing and by converting to rectangular form. (Alabama) ~Solve application-based problems involving parametric equations. (Alabama) ~Solve applied problems that include sequences with recurrence relations. (Alabama)	Trigonometric Functions-Recognize attributes of trigonometric functions and solve problems involving trigonometry. (Alabama)- Functions -F-TF.12	1st-3rd Nine Weeks Unit 1, 6,8	
29. [F-TF.3] (+) Use special triangles to determine geometrically the values of sine, cosine, tangent for $\pi/3$ , $\pi/4$ , and $\pi/6$ , and use the unit circle to express the values of sine, cosines, and tangent for $x$ , $\pi + x$ , and $2\pi - x$ in terms of their values for $x$ , where $x$ is any real number.	Trigonometric Functions-Extend the domain of trigonometric functions using the unit circle.- Functions -F-TF.3	2nd-3rd Nine WeekS Unit 6	
30. [F-TF.4] (+) Use the unit circle to explain symmetry (odd and even) and periodicity of trigonometric functions.	Trigonometric Functions-Extend the domain of trigonometric functions using the unit circle.- Functions -F-TF.4	1st and 3rd Nine Weeks Units 1,8	

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
31. [F-TF.6] (+) Understand that restricting a trigonometric function to a domain on which it is always increasing or always decreasing allows its inverse to be constructed.	Trigonometric Functions-Model periodic phenomena with trigonometric functions.-Functions -F-TF.6	2nd Nine Weeks Unit 4	
32. [F-TF.7] (+) Use inverse functions to solve trigonometric equations that arise in modeling contexts; evaluate the solutions using technology, and interpret them in terms of the context.*	Trigonometric Functions-Model periodic phenomena with trigonometric functions.-Functions -F-TF.7	1st-2nd Nine Weeks Units 2,3	
33. [F-TF.8] Prove the Pythagorean identity $\sin^2(\theta) + \cos^2(\theta) = 1$ , and use it to find $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ given $\sin(\theta)$ , $\cos(\theta)$ , or $\tan(\theta)$ and the quadrant of the angle. (Alabama)	Trigonometric Functions-Prove and apply trigonometric identities.- Functions -F-TF.8	1st-2nd Nine Weeks Units 1,3	
34. [F-TF.9] (+) Prove the addition and subtraction formulas for sine, cosine, and tangent and use them to solve problems.	Trigonometric Functions-Prove and apply trigonometric identities.- Functions -F-TF.9	1st Nine Weeks Unit 1	
35. [G-SRT.9] (+) Derive the formula $A = \frac{1}{2} ab \sin(C)$ for the area of a triangle by drawing an auxiliary line from a vertex perpendicular to the opposite side. (Apply formulas previously derived in Geometry.) (Alabama)	Similarity, Right Triangles, & Trigonometry-Apply trigonometry to general triangles.-Geometry-G-SRT.9	1st Nine Weeks Unit 1	
36. [G-GPE.2] Derive the equation of a parabola given a focus and directrix.	Expressing Geometric Properties with Equations-Translate between the geometric description and the equation for a conic section.- Geometry-G-GPE.2	1st Nine Weeks Unit 1	
37. [G-GPE.3] (+) Derive the equations of ellipses and hyperbolas given the foci, using the fact that the sum or difference of distances from the foci is constant.	Expressing Geometric Properties with Equations-Translate between the geometric description and the equation for a conic section.- Geometry-G-GPE.3	1st Nine Weeks Unit 1	
38. [G-GMD.2] (+) Give an informal argument using Cavalieri's principle for the formulas for the volume of a sphere and other solid figures.	Geometric Measurement & Dimension-Explain volume formulas and use them to solve problems.-Geometry-G-GMD.2		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
39. [S-ID.2] Use statistics appropriate to the shape of the data distribution to compare center (median, mean) and spread (interquartile range, standard deviation) of two or more different data sets. (Focus on increasing rigor using standard deviation.) (Alabama)	Interpreting Categorical & Quantitative Data-Summarize, represent, and interpret data on a single count or measurement variable.-Statistics & Probability-S-ID.2P		
40. [S-ID.3] Interpret differences in shape, center, and spread in the context of the data sets, accounting for possible effects of extreme data points (outliers). (Identify uniform, skewed, and normal distributions in a set of data. Determine the quartiles and interquartile range for a set of data.) (Alabama)	Interpreting Categorical & Quantitative Data-Summarize, represent, and interpret data on a single count or measurement variable.-Statistics & Probability-S-ID.3A		
41. [S-ID.4] Use the mean and standard deviation of a data set to fit it to a normal distribution and to estimate population percentages. Recognize that there are data sets for which such a procedure is not appropriate. Use calculators, spreadsheets, and tables to estimate areas under the normal curve.	Interpreting Categorical & Quantitative Data-Summarize, represent, and interpret data on a single count or measurement variable.-Statistics & Probability-S-ID.4		
42. [S-ID.8] Compute (using technology) and interpret the correlation coefficient of a linear fit.	Interpreting Categorical & Quantitative Data-Interpret linear models.-Statistics & Probability-S-ID.8		
43. [S-ID.9] Distinguish between correlation and causation.	Interpreting Categorical & Quantitative Data-Interpret linear models.-Statistics & Probability-S-ID.9		
44. [S-IC.1] Understand statistics as a process for making inferences about population parameters based on a random sample from that population.	Making Inferences & Justifying Conclusions-Understand and evaluate random processes underlying statistical experiments.-Statistics & Probability-S-IC.1		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
45. [S-IC.2] Decide if a specified model is consistent with results from a given data-generating process, e.g., using simulation. Example: A model says a spinning coin falls heads up with probability 0.5. Would a result of 5 tails in a row cause you to question the model?	Making Inferences & Justifying Conclusions-Understand and evaluate random processes underlying statistical experiments.- Statistics & Probability-S-IC.2		
46. [S-IC.3] Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.	Making Inferences & Justifying Conclusions-Make inferences and justify conclusions from sample surveys, experiments, and observational studies.-Statistics & Probability-S-IC.3		
47. [S-IC.4] Use data from a sample survey to estimate a population mean or proportion; develop a margin of error through the use of simulation models for random sampling.	Making Inferences & Justifying Conclusions-Make inferences and justify conclusions from sample surveys, experiments, and observational studies.-Statistics & Probability-S-IC.4		
48. [S-IC.5] Use data from a randomized experiment to compare two treatments; use simulations to decide if differences between parameters are significant.	Making Inferences & Justifying Conclusions-Make inferences and justify conclusions from sample surveys, experiments, and observational studies.-Statistics & Probability-S-IC.5		
49. [S-IC.6] Evaluate reports based on data.	Making Inferences & Justifying Conclusions-Make inferences and justify conclusions from sample surveys, experiments, and observational studies.-Statistics & Probability-S-IC.6		
50. [S-MD.1] (+) Define a random variable for a quantity of interest by assigning a numerical value to each event in a sample space; graph the corresponding probability distribution using the same graphical displays as for data distributions.	Using Probability to Make Decisions-Calculate expected values and use them to solve problems.- Statistics & Probability-S-MD.1		

ALCOS STANDARDS		CURRICULUM & INSTRUCTION	
CCRS Standard	Standard ID	A Plus College Ready Indicator	Schools PLP
51. [S-MD.2] (+) Calculate the expected value of a random variable; interpret it as the mean of the probability distribution.	Using Probability to Make Decisions-Calculate expected values and use them to solve problems.- Statistics & Probability-S-MD.2		
52. [S-MD.3] (+) Develop a probability distribution for a random variable defined for a sample space in which theoretical probabilities can be calculated; find the expected value. Example: Find the theoretical probability distribution for the number of correct answers obtained by guessing on all five questions of a multiple-choice test where each question has four choices, and find the expected grade under various grading schemes.	Using Probability to Make Decisions-Calculate expected values and use them to solve problems.- Statistics & Probability-S-MD.3		
53. [S-MD.4] (+) Develop a probability distribution for a random variable defined for a sample space in which probabilities are assigned empirically; find the expected value. Example: Find a current data distribution on the number of TV sets per household in the United States, and calculate the expected number of sets per household. How many TV sets would you expect to find in 100 randomly selected households?	Using Probability to Make Decisions-Calculate expected values and use them to solve problems.- Statistics & Probability-S-MD.4		
54. [S-MD.5] (+) Weigh the possible outcomes of a decision by assigning probabilities to payoff values. ~ Find the expected payoff for a game of chance. Examples: Find the expected winnings from a state lottery ticket or a game at a fast-food restaurant. ~ Evaluate and compare strategies on the basis of expected values. Example: Compare a high-deductible versus a low-deductible automobile insurance policy using various, but reasonable, chances of having a minor or a major accident.	Using Probability to Make Decisions-Use probability to evaluate outcomes of decisions.- Statistics & Probability-S-MD.5		