

# Additional Standards

Content Area: **Mathematics**  
Course(s): **Algebra 1**  
Time Period: **Generic Time Period**  
Length: **Full Year**  
Status: **Published**

## Additional Standards

---

### Interdisciplinary Standards Across Content and Grade

---

|                    |   |
|--------------------|---|
| LA.RH.11-12.4      | Determine the meaning of words and phrases as they are used in a text, including analyzing how an author uses and refines the meaning of a key term over the course of a text (e.g., how Madison defines faction in Federalist No. 10). |
| LA.RH.11-12.7      | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., visually, quantitatively, qualitatively, as well as in words) in order to address a question or solve a problem.                   |
| LA.RST.11-12.3     | Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.                                       |
| LA.RST.11-12.4     | Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11-12 texts and topics.                                      |
| LA.RST.11-12.7     | Integrate and evaluate multiple sources of information presented in diverse formats and media (e.g., quantitative data, video, multimedia) in order to address a question or solve a problem.   |
| 9-12.HS-ETS1-1.1.1 | Analyze complex real-world problems by specifying criteria and constraints for successful solutions.  |
| 9-12.HS-ETS1-4.5.1 | Use mathematical models and/or computer simulations to predict the effects of a design solution on systems and/or the interactions between systems.   |

### Career Readiness, Life Literacies and Key Skills

---

|                 |  |
|-----------------|--|
| CRP.K-12.CRP2.1 | Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.  |
| CRP.K-12.CRP4.1 | Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome. |
| CRP.K-12.CRP8.1 | Career-ready individuals readily recognize problems in the workplace, understand the   |

nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

|                  |   |
|------------------|---|
| WRK.K-12.P.4     | Demonstrate creativity and innovation.  |
| WRK.K-12.P.5     | Utilize critical thinking to make sense of problems and persevere in solving them.                                    |
| WRK.K-12.P.6     | Model integrity, ethical leadership and effective management.   |
| WRK.K-12.P.7     | Plan education and career paths aligned to personal goals.  |
| WRK.K-12.P.8     | Use technology to enhance productivity increase collaboration and communicate effectively.                            |
| WRK.K-12.P.9     | Work productively in teams while using cultural/global competence.  |
| CAEP.9.2.12.C.1  | Review career goals and determine steps necessary for attainment.   |
| CAEP.9.2.12.C.3  | Identify transferable career skills and design alternate career plans.  |
| TECH.9.4.12.CI.2 | Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12prof.CR2b, 2.2.12.LF.8). |
|                  | Innovative ideas or innovation can lead to career opportunities.  |

## **Computer Science and Design Thinking**

---

|                   |  |
|-------------------|--|
| WRK.9.1.2.CAP.4   | List the potential rewards and risks to starting a business.   |
| TECH.8.1.12.A     | Technology Operations and Concepts: Students demonstrate a sound understanding of technology concepts, systems and operations.   |
| TECH.8.1.12.A.CS2 | Select and use applications effectively and productively.  |
| TECH.8.1.12.B.CS1 | Apply existing knowledge to generate new ideas, products, or processes.  |
| TECH.8.1.12.B.CS2 | Create original works as a means of personal or group expression.  |
| TECH.8.1.12.C.CS4 | Contribute to project teams to produce original works or solve problems.   |
| TECH.8.1.12.D.CS2 | Demonstrate personal responsibility for lifelong learning.   |
| TECH.8.1.12.E.CS1 | Plan strategies to guide inquiry.  |
| TECH.8.1.12.E.CS2 | Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.  |
| TECH.8.2.12.E     | Computational Thinking: Programming: Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge. |
| TECH.8.2.12.E.1   | Demonstrate an understanding of the problem-solving capacity of computers in our world.  |
| TECH.8.2.12.E.4   | Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).     |