



READING

READING		
High Emphasis Targets		
CSSR	STANDARD	AZTEC ALIGNMENT
CCSS.ELA-Literacy.RI.11-12.1	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.	Key Ideas and Details <ul style="list-style-type: none"> Drawing Conclusions Craft and Structure <ul style="list-style-type: none"> Interpreting Words and Phrases
CCSS.ELA-Literacy.RI.9-10.2	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.	Key Ideas and Details <ul style="list-style-type: none"> Main Idea and Theme Development Supporting Ideas
CCSS.ELA-Literacy.RI.11-12.2	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.	Key Ideas and Details <ul style="list-style-type: none"> Main Idea and Theme Development
CCSS.ELA-Literacy.RI.9-10.3	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.	Key Ideas and Details <ul style="list-style-type: none"> Understanding Relationships
CCSS.ELA-Literacy.RI.11-12.3	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.	Key Ideas and Details <ul style="list-style-type: none"> Understanding Relationships Craft and Structure <ul style="list-style-type: none"> Tones in Writing



READING

Medium Emphasis Targets

CSSR	STANDARD	AZTEC ALIGNMENT
CCSS.ELA-Literacy.RI.9-10.4	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).	Craft and Structure <ul style="list-style-type: none"> • Interpreting Words and Phrases • Tones in Writing • Figurative Writing
CCSS.ELA-Literacy.RI.11-12.4	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 <i>faction</i> in <i>Federalist</i> No. 10).	Craft and Structure <ul style="list-style-type: none"> • Interpreting Words and Phrases • Tones in Writing • Figurative Writing
CCSS.ELA-Literacy.RI.9-10.5	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).	Craft and Structure <ul style="list-style-type: none"> • The Structure of Texts
CCSS.ELA-Literacy.RI.11-12.5	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.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> • Analyzing Arguments
CCSS.ELA-Literacy.RI.9-10.6	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.	Key Ideas and Details <ul style="list-style-type: none"> • Point of View and Author's Purpose
CCSS.ELA-Literacy.RI.11-12.6	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.	Key Ideas and Details <ul style="list-style-type: none"> • Point of View and Author's Purpose Craft and Structure <ul style="list-style-type: none"> • Tones in Writing
CCSS.ELA-Literacy.RL.11-12.1	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.	Key Ideas and Details <ul style="list-style-type: none"> • Drawing Conclusions Craft and Structure <ul style="list-style-type: none"> • Interpreting Words and Phrases
CCSS.ELA-Literacy.RL.9-10.2	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.	Key Ideas and Details <ul style="list-style-type: none"> • Main Idea and Theme Development • Supporting Ideas



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CSSR	STANDARD	AZTEC ALIGNMENT
CCSS.ELA-Literacy.RL.11-12.2	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.	Key Ideas and Details <ul style="list-style-type: none"> Main Idea and Theme Development Supporting Ideas
CCSS.ELA-Literacy.RL.9-10.3	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.	Key Ideas and Details <ul style="list-style-type: none"> Understanding Relationships
CCSS.ELA-Literacy.RL.11-12.3	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).	Key Ideas and Details <ul style="list-style-type: none"> Understanding Relationships
CCSS.ELA-Literacy.RL.9-10.4	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).	Craft and Structure <ul style="list-style-type: none"> Figurative Writing Tones in Writing
CCSS.ELA-Literacy.RL.11-12.4	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.)	Craft and Structure <ul style="list-style-type: none"> Figurative Writing Tones in Writing
CCSS.ELA-Literacy.L.11-12.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 11–12 reading and content, choosing flexibly from a range of strategies.	Craft and Structure <ul style="list-style-type: none"> Interpreting Words and Phrases Tones in Writing
CCSS.ELA-Literacy.L.11-12.5	Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.	Craft and Structure <ul style="list-style-type: none"> Interpreting Words and Phrases



READING

Low Emphasis Targets

CSSR	STANDARD	AZTEC ALIGNMENT
CCSS.ELA-Literacy.RI.9-10.7	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.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> Comparative Literature
CCSS.ELA-Literacy.RI.11-12.7	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.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> Comparing Texts
CCSS.ELA-Literacy.RI.9-10.8	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.	Integration of Knowledge and Ideas <ul style="list-style-type: none"> Analyzing Arguments
CCSS.ELA-Literacy.RI.11-12.8.LA	Delineate and evaluate the reasoning in seminal U.S. texts, including the application of constitutional principles and use of legal reasoning (e.g., in U.S. Supreme Court majority opinions and dissents) and the premises, purposes, and arguments in works of public advocacy (e.g., <i>The Federalist</i> , presidential addresses).	Key Ideas and Details <ul style="list-style-type: none"> Drawing Conclusions
CCSS.ELA-Literacy.RI.9-10.9.LA	Analyze seminal U.S. documents of historical and literary significance (e.g., Washington’s Farewell Address, the Gettysburg Address, Roosevelt’s Four Freedoms speech, King’s “Letter from Birmingham Jail”), including how they address related themes and concepts.	Key Ideas and Details <ul style="list-style-type: none"> Main Idea and Theme Development
CCSS.ELA-Literacy.RI.11-12.9.LA	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.	Key Ideas and Details <ul style="list-style-type: none"> Main Idea and Theme Development
CCSS.ELA-Literacy.RL.9-10.5	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.	Craft and Structure <ul style="list-style-type: none"> The Structure of Texts



READING

Low Emphasis Targets

CSSR	STANDARD	AZTEC ALIGNMENT
CCSS.ELA-Literacy.RL.11-12.5	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.	Key Ideas and Details <ul style="list-style-type: none"> Point of View and Author’s Purpose
CCSS.ELA-Literacy.RL.9-10.6	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.	Range and Complexity <ul style="list-style-type: none"> Anglo-Saxon Verse Medieval Narrative Verse Renaissance Drama Romantic Poetry 19th Century Literature
CCSS.ELA-Literacy.RL.11-12.6	Analyze a case in which grasping point of view requires distinguishing what is directly stated in a text from what is really meant (e.g., satire, sarcasm, irony, or understatement).	Craft and Structure <ul style="list-style-type: none"> Figurative Writing Tones in Writing
CCSS.ELA-Literacy.RL.9-10.7	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 <i>Landscape with the Fall of Icarus</i>).	Integration of Knowledge and Ideas <ul style="list-style-type: none"> Comparative Literature
CCSS.ELA-Literacy.RL.11-12.7	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 and one play by an American dramatist.)	Integration of Knowledge and Ideas <ul style="list-style-type: none"> Comparative Literature
CCSS.ELA-Literacy.RL.9-10.9	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 a later author draws on a play by Shakespeare).	Range and Complexity <ul style="list-style-type: none"> Renaissance Drama
CCSS.ELA-Literacy.RL.11-12.9	Demonstrate knowledge of eighteenth-, nineteenth- and early-twentieth- century foundational works of American literature, including how two or more texts from the same period treat similar themes or topics.	Range and Complexity <ul style="list-style-type: none"> 19th Century American Literature



READING

Low Emphasis Targets

CSSR	STANDARD	AZTEC ALIGNMENT
CCSS.ELA-Literacy.L.11-12.6	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.	Craft and Structure <ul style="list-style-type: none"> Interpreting Words and Phrases





SCIENCE

SCIENCE		
High Emphasis Targets		
Life Sciences		
CORE IDEA	STANDARD	AZTEC ALIGNMENT
HS-LS1	From Molecules to Organisms: Structures and Processes	Overview of Science Domains <ul style="list-style-type: none"> • Overview of Life Science
HS-LS2	Ecosystems: Interactions, Energy, and Dynamics	Overview of Science Domains <ul style="list-style-type: none"> • Overview of Life Science
HS-LS3	Heredity: Inheritance and Variation of Traits	Overview of Science Domains Overview of Life Science
HS-LS4	Biological Evolution: Unity and Diversity	Overview of Science Domains Overview of Life Science
Earth and Space Science		
HS-ESS1	Earth's Place in the Universe	Overview of Science Domains <ul style="list-style-type: none"> • Overview of Earth and Space Science
HS-ESS2	Earth's Systems	Overview of Science Domains <ul style="list-style-type: none"> • Overview of Earth and Space Science
HS-ESS3	Earth and Human Activity	Overview of Science Domains <ul style="list-style-type: none"> • Overview of Earth and Space Science
SP-1-8	Analyze scientific information and evaluate outcomes.	Using Scientific Tools, Statistics, and Probability <ul style="list-style-type: none"> • Using Scientific Tools, Statistics, and Probability
Medium Emphasis Targets		
Physical Sciences		
CORE IDEA	STANDARD	AZTEC ALIGNMENT
HS-PS1	Matter and Its Interactions	Overview of Science Domains <ul style="list-style-type: none"> • Overview of Physical Science
HS-PS2	Motion and Stability: Forces and Interactions	Overview of Science Domains <ul style="list-style-type: none"> • Overview of Physical Science
HS-PS3	Energy	Overview of Science Domains Overview of Physical Science
HS-PS4	Waves and Their Applications in Technologies for Information Transfer	Overview of Science Domains Overview of Physical Science



SOCIAL STUDIES

SOCIAL STUDIES		
High Emphasis Targets		
AZTEC CODE	STANDARD	AZTEC ALIGNMENT
SSP.HE1945	<p>U.S. History: Post-War United States (1945-1970s)</p> <ul style="list-style-type: none"> • The economic boom and social transformation of postwar United States. • How the Cold War and conflicts in Korea and Vietnam influenced domestic and international politics. • Domestic policies after World War II. • The struggle for racial and gender equality and for the extension of civil liberties. • U.S. History: The Great Depression and World War II (1929-1945). • The causes of the Great Depression and how it affected American society. • How the New Deal addressed the Great Depression, transformed American federalism, and initiated the welfare state. • The causes and course of World War II, the character of the war at home and abroad, and its reshaping of the U.S. role in world affairs. 	<p>U.S. History and Economics</p> <ul style="list-style-type: none"> • From the World Wars to the Cold Wars



SOCIAL STUDIES

High Emphasis Targets

AZTEC CODE	STANDARD	AZTEC ALIGNMENT
SSP.HE CW	<p>U.S. History: Civil War and Reconstruction (1850-1877)</p> <ul style="list-style-type: none"> The causes of the Civil War. The course and character of the Civil War and its effects on the American people. Various reconstruction plans succeeded or failed. 	<p>U.S. History and Economics</p> <ul style="list-style-type: none"> From the Civil War through the Progressive Era
SSP.CG RR	<p>Civics and Government: U.S. Constitution: Embodies the Purpose, Values, and Principles of American Democracy</p> <ul style="list-style-type: none"> Describe the purposes, organization, and functions of the institutions of the national government. Explain how the United States Constitution grants and distributes power to national and state government and how it seeks to prevent the abuse of power. Evaluate, take, and defend positions on issues regarding the proper relationship between the national government and the state and local governments. Identify the major responsibilities of their state and local governments and evaluate how well they are being fulfilled. Evaluate, take, and defend positions on the role and importance of law in the American political system. Explain the importance of the judicial protection of individual rights. Describe how the public agenda is set. Evaluate, take, and defend positions about the role of public opinion in American politics. Evaluate, take, and defend positions on the influence of the media on American political life. Describe the roles of political parties, campaigns, and elections in American politics. 	<p>Civics and Government</p> <ul style="list-style-type: none"> Individual Rights and Civic Responsibilities The Bill of Rights Government Types and Their Contributing Principles The Structure of the U.S. Government Political Parties, Interest Groups, and Policy
SSP.C GPP	<p>Civics and Government: Civic Life, Politics, and Government</p> <ul style="list-style-type: none"> Explain the meaning of the terms civic life, politics, and government. Explain the essential characteristics of limited and unlimited governments. Explain the various purposes served by constitutions. Describe the major characteristics of systems of shared powers and of parliamentary systems. Explain the advantages and disadvantages of federal, confederal, and unitary systems of government. 	<p>Civics and Government</p> <ul style="list-style-type: none"> Individual Rights and Civic Responsibilities Government Types and Their Contributing Principles The Structure of the U.S. Government



SOCIAL STUDIES

High Emphasis Targets

AZTEC CODE	STANDARD	AZTEC ALIGNMENT
SSP.GCP P	<p>Civics and Government: Foundations of the American Political System</p> <ul style="list-style-type: none"> • Explain the central ideas of American constitutional government and their history. • Explain the extent to which Americans have internalized the values and principles of the Constitution and attempted to make its ideals realities. • Explain the importance of shared political and civic beliefs and values to the maintenance of constitutional democracy in an increasingly diverse American society. • Explain the meaning of the terms “liberal” and “democracy” in the phrase “liberal democracy”. • Explain how and why ideas of classical republicanism are reflected in the values and principles of American constitutional democracy. • Evaluate, take, and defend positions on what the fundamental values and principles of American political life are and their importance to the maintenance of constitutional democracy. 	<p>Civics and Government</p> <ul style="list-style-type: none"> • Individual Rights and Civic Responsibilities • The Bill of Rights • Government Types and Their Contributing Principles • The Structure of the U.S. Government • Political Parties, Interest Groups, and Policy



SOCIAL STUDIES

High Emphasis Targets

AZTEC CODE	STANDARD	AZTEC ALIGNMENT
SSP.HE GE	<p>Economics: Government and Economics</p> <ul style="list-style-type: none"> Identify and evaluate the benefits and costs of alternative public policies, and assess who enjoys the benefits and who bears the costs. Identify some public policies that may cost more than the benefits they generate, and assess who enjoys the benefits and who bears the costs. Explain why the policies exist. Interpret media reports about current economic conditions and explain how these conditions can influence decisions made by consumers, producers, and government policy makers. Make informed decisions by anticipating the consequences of inflation and unemployment. Anticipate the impact of federal government and Federal Reserve System macroeconomic policy decisions on themselves and others. 	<p>U.S. History and Economics</p> <ul style="list-style-type: none"> Fundamental Economic Concepts Macro, Micro, and Consumer Economics
SSP.HE ME	<p>Economics: Microeconomics</p> <ul style="list-style-type: none"> Identify markets in which people participate as a buyer and as a seller and describe how the interaction of all buyers and sellers influences prices. Also, predict how prices change when there is either a shortage or surplus of the product available. Predict how changes in factors such as consumers' tastes or producers' technology affect prices. Explain how changes in the level of competition in different markets can affect price and output levels. Describe the roles of various economic institutions and explain the importance of property rights in a market economy. 	<p>U.S. History and Economics</p> <ul style="list-style-type: none"> Macro, Micro, and Consumer Economics



SOCIAL STUDIES

Medium Emphasis Targets

AZTEC CODE	STANDARD	AZTEC ALIGNMENT
SSP.HE US1870	<p>U.S. History: The Development of the Industrial United States (1870-1900)</p> <ul style="list-style-type: none"> • How the rise of corporations, heavy industry, and mechanized farming transformed the American people. • Massive immigration after 1870 and how new social patterns, conflicts, and ideas of national unity developed amid growing cultural diversity. • The rise of the American labor movement and how political issues reflected social and economic changes. • Federal Indian policy and United States foreign policy after the Civil War. 	<p>U.S. History and Economics</p> <ul style="list-style-type: none"> • From the Civil War through the Progressive Era • From Early Exploration to Manifest Destiny • From the 1970s to Today
SSP.CG RR1	<p>Civics and Government: Role of the Citizen in American Democracy</p> <ul style="list-style-type: none"> • Explain the meaning of citizenship in the United States. • Evaluate, take, and defend positions on issues regarding the criteria used for naturalization. • Evaluate, take, and defend positions on issues regarding personal, economic and political rights. • Evaluate, take, and defend positions on issues regarding civic responsibilities of citizens in American constitutional democracy. 	<p>Civics and Government</p> <ul style="list-style-type: none"> • Individual Rights and Civic Responsibilities



SOCIAL STUDIES

Medium Emphasis Targets

AZTEC CODE	STANDARD	AZTEC ALIGNMENT
SSP.HEM	<p>Economics: Macroeconomics</p> <ul style="list-style-type: none"> Identify the risks and potential returns to entrepreneurship, as well as the skills necessary to engage in it. Understand the importance of entrepreneurship and innovation to economic growth, and how public policies affect incentives for and, consequently, the success of entrepreneurship in the United States. Explain how people’s lives would be more difficult in a world with no money, or in a world where money sharply lost its value. Predict the consequences of investment decisions made by individuals, businesses, and governments. Predict future earnings based on someone’s current plans for education, training, and career options. 	<p>U.S. History and Economics</p> <ul style="list-style-type: none"> Macro, Micro, and Consumer Economics
SSP.HEE	<p>Economics: Basic Economics</p> <ul style="list-style-type: none"> Identify what people gain and what they give up when they make choices. Make effective decisions as consumers, producers, savers, investors, and citizens. Identify incentives that affect people’s behavior and explain how incentives affect their own behavior. Evaluate different methods of allocating goods and services, by comparing the benefits to the costs of each method. 	<p>U.S. History and Economics</p> <ul style="list-style-type: none"> Fundamental Economic Concepts
SSP.GP	<p>Geography: Places and Regions</p> <ul style="list-style-type: none"> Explain how places are characterized by both physical and human characteristics. Describes how regions are formed and what makes them distinct. Describe how physical and human characteristics of places and regions change over time. 	<p>Geography and the World</p> <ul style="list-style-type: none"> Geography and the World
SSP.GE	<p>Geography: Environment and Society</p> <ul style="list-style-type: none"> Explain the impact of human changes to the environment. Describe how the physical environment provides opportunities and hindrances on human activities. Describe the changes that occur in the use, distribution, and importance of a resource. 	<p>Geography and the World</p> <ul style="list-style-type: none"> Geography and the World



SOCIAL STUDIES

Medium Emphasis Targets

AZTEC CODE	STANDARD	AZTEC ALIGNMENT
SSP.G EH	<p>Geography: Human Systems</p> <ul style="list-style-type: none"> Identify and explain how factors such as technology, politics, the economy, the environment, and history have influenced population distribution. Identify and describe the characteristics of cultures. Evaluate the functions of settlements overtime. Describe how conflict and cooperation influence the division of the Earth's surface. 	<p>Geography and the World</p> <ul style="list-style-type: none"> Geography and the World
SSP.W H1750	<p>World History: Age of Revolutions (1750-1914)</p> <ul style="list-style-type: none"> The causes and consequences of political revolutions in the late 18th and early 19th centuries. The causes and consequences of the agricultural and industrial revolutions, 1700-1850. Patterns of nationalism, state-building, and social reform in Europe and the Americas, 1830-1914. Patterns of global change in the era of Western military and economic domination, 1800-1914. 	<p>World History</p> <ul style="list-style-type: none"> World History
SSP.W H1900	<p>World History: A Half-Century of Crisis and Achievement (1900-1945)</p> <ul style="list-style-type: none"> The causes and global consequences of World War I. The search for peace and stability in the 1920s and 1930s. The causes and global consequences of World War II. 	<p>World History</p> <ul style="list-style-type: none"> World History
SSP.W H1945	<p>World History: The 20th Century Since 1945: Promises and Paradoxes</p> <ul style="list-style-type: none"> How post-World War II reconstruction occurred, new international power relations took shape, and colonial empires broke up. The search for community, stability, and peace in an interdependent world. 	<p>World History</p> <ul style="list-style-type: none"> World History



SOCIAL STUDIES

Low Emphasis Targets

AZTEC CODE	STANDARD	AZTEC ALIGNMENT
SSP.H L	<ul style="list-style-type: none"> • U.S. History: Revolution and the New Nation (1754-1820s). • U.S. History: Expansion and Reform (1801-1861). • U.S. History: The Emergence of Modern America (1890-1930). • U.S. History: Contemporary United States (1968 to the present). • Civics and Government: Relationship of the United States to other Nations and to World Affairs. • Economics: Trade and International Politics. • Geography: World in Spatial Terms. • Geography: Physical Systems. • World History: The Beginnings of Human Society. • World History: Early Civilizations and the Emergence of Pastoral People (4000-1000 BCE). • World History: Classical Traditions, Major Religions, and Giant Empires (1000 BCE-300 CE). • World History: Intensified Hemispheric Interactions (1000-1500 CE). • World History: Expanding Zones of Exchange and Encounter (300-1000 CE). • World History: The Emergence of the First Global Age (1450-1770). 	<p>World History</p> <ul style="list-style-type: none"> • World History <p>Geography and the World</p> <ul style="list-style-type: none"> • Geography and the World <p>U.S. History and Economics</p> <ul style="list-style-type: none"> • Macro, Micro, and Consumer Economics • From Early Exploration to Manifest Destiny • From the Civil War through the Progressive Era • From the World Wars to the Cold War • From the 1970s to Today



MATHEMATICS

MATHEMATICS		
High Emphasis Targets		
Algebra: Arithmetic with Polynomials and Rational Expressions		
CSSR	STANDARD	AZTEC ALIGNMENT
A-APR.1	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.	Polynomials and Rational Expressions <ul style="list-style-type: none"> • Adding and Subtracting Polynomials • Multiplying and Dividing Polynomials
A-APR.3	Identify zeroes of polynomials when suitable factorizations are available, and use the zeroes to construct a rough graph of the function defined by the polynomial.	Polynomials and Rational Expressions <ul style="list-style-type: none"> • Factoring Polynomials
Algebra: Reasoning with Equations and Inequalities		
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.	Equations and Inequalities Expressions <ul style="list-style-type: none"> • Linear Equations • Interpreting and Writing Expressions
A-REI.3	Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.	Equations and Inequalities <ul style="list-style-type: none"> • Linear Equations • One Variable Inequalities
A-REI.4	Solve quadratic equations in one variable.	Equations and Inequalities <ul style="list-style-type: none"> • Solving Quadratic Equations
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).	Equations and Inequalities <ul style="list-style-type: none"> • Graphing on a Coordinate Plane • Systems of Linear Equations
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.	Equations and Inequalities <ul style="list-style-type: none"> • Graphing on a Coordinate Plane • One Variable Inequalities

MATHEMATICS

High Emphasis Targets

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Algebra: Creating Equations		
A-CED.1	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.	Equations and Inequalities <ul style="list-style-type: none"> Linear Equations One Variable Inequalities Solving Quadratic Equations
A-CED.2	Create equations in two or more variables to represent relationships between quantities; graph equations on coordinate axes with labels and scales.	Equations and Inequalities <ul style="list-style-type: none"> Linear Equations Graphing on a Coordinate Plane Systems of Linear Equations
A-CED.3	Represent constraints by equations or inequalities, and by systems of equations and/or inequalities, and interpret solutions as viable or non-viable options in a modeling context. For example, represent inequalities describing nutritional and cost constraints on combinations of different foods.	Equations and Inequalities <ul style="list-style-type: none"> Linear Equations One Variable Inequalities
A-CED.4	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 .	Expressions <ul style="list-style-type: none"> Interpreting and Writing Expressions
Algebra: Seeing Structure in Expressions		
A-SSE.1	Interpret expressions that represent a quantity in terms of its context.	Expressions <ul style="list-style-type: none"> Interpreting and Writing Expressions
A-SSE.3	Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.	Expressions <ul style="list-style-type: none"> Interpreting and Writing Expressions

MATHEMATICS

High Emphasis Targets		
CSSR	STANDARD	AZTEC ALIGNMENT
Functions: Interpreting Functions		
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 $y = f(x)$.	Functions <ul style="list-style-type: none"> • Functions
F-IF.2	Use function notations, evaluate functions for inputs in their domains, and interpret statements that use function notation in terms of a context.	Functions <ul style="list-style-type: none"> • Functions
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.	Functions <ul style="list-style-type: none"> • Functions
F-IF.5	Relate the domain of a function to its graph and, where applicable, to the quantitative relationship it describes. For 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.	Functions <ul style="list-style-type: none"> • Functions
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.	Functions <ul style="list-style-type: none"> • Functions
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.	Functions <ul style="list-style-type: none"> • Functions
F-IF.8	Write a function defined by an expression in different but equivalent forms to reveal and explain different properties of the function.	Functions <ul style="list-style-type: none"> • Functions • Construct and Compare Models and Functions
F-IF.9	Compare properties of two functions each represented in a different way (algebraically, graphically, numerically in tables, or by verbal descriptions). For example, given a graph of one G-quadratic function and an algebraic expression for another, say which has the larger maximum	Functions <ul style="list-style-type: none"> • Functions • Construct and Compare Models and Functions



MATHEMATICS

High Emphasis Targets

CSSR	STANDARD	AZTEC ALIGNMENT
Functions: Linear, Quadratic, and Exponential Models		
F-LE.1	Distinguish between situations that can be modeled with linear functions and with exponential functions.	Functions <ul style="list-style-type: none"> Construct and Compare Models and Functions
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).	Functions <ul style="list-style-type: none"> Construct and Compare Models and Functions
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.	Functions <ul style="list-style-type: none"> Construct and Compare Models and Functions
F-LE.5	Interpret the parameters in a linear, quadratic, or exponential function in terms of a context.	Functions <ul style="list-style-type: none"> Construct and Compare Models and Functions
Geometry: Geometric Measurement with Dimension		
G-GMD.3	Use volume formulas for cylinders, pyramids, cones, and spheres to solve problems.	Geometric Measurement and Modeling <ul style="list-style-type: none"> Solid Figures
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 and Modeling <ul style="list-style-type: none"> Composite Figures Transformation, Similarity, and Congruence
Geometry: Modeling with Geometry		
G-MG.2	Apply concepts of density based on area and volume in modeling situations (e.g., persons per square mile, BTUs per cubic foot).	Geometric Measurement and Modeling <ul style="list-style-type: none"> Geometric Properties and Operations



MATHEMATICS

High Emphasis Targets

CSSR	STANDARD	AZTEC ALIGNMENT
Number and Quantity: The Real Number System		
N-RN.2	Rewrite expressions involving radicals and rational exponents using the properties of exponents.	The Real Number System <ul style="list-style-type: none"> Exponents and Roots
N-RN.3	Explain why the sum or product of 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 <ul style="list-style-type: none"> Numbers Number Properties and Forms



MATHEMATICS

Medium Emphasis Targets		
CSSR	STANDARD	AZTEC ALIGNMENT
F-LE.4	Functions: Building Functions	<p>Functions</p> <ul style="list-style-type: none"> Construct and Compare Models and Functions
HSG.CO	Geometry: Congruence	<p>Geometric Measurement and Modeling</p> <ul style="list-style-type: none"> Transformation, Similarity, and Congruence
HSG.SRT	Geometry: Similarity, Right Triangles, and Trigonometry	<p>Geometric Measurement and Modeling</p> <ul style="list-style-type: none"> Transformation, Similarity, and Congruence Trigonometry Pythagorean Theorem
HSN.RN	Number and Quantity: Quantities	<p>The Real Number System</p> <ul style="list-style-type: none"> Numbers Plots and Graphs
HSS.IC	Statistics and Probability: Making Inferences and Justifying Conclusions	<p>Data and Statistics</p> <ul style="list-style-type: none"> Applied Statistics Probability
HSS.ID	Statistics and Probability: Interpreting Categorical and Quantitative Data	<p>Data and Statistics</p> <ul style="list-style-type: none"> Applied Statistics Probability



MATHEMATICS

Low Emphasis Targets

CSSR	STANDARD	AZTEC ALIGNMENT
HSF.TF	Functions: Trigonometric Functions	Geometric Measurement and Modeling <ul style="list-style-type: none">• Trigonometry
HSG.C	Geometry: Circles	Geometric Measurement and Modeling <ul style="list-style-type: none">• Advanced Geometry• Geometric Properties and Operations
HSG.GPE	Geometry: Expressing Geometric Properties with Equations	Geometric Measurement and Modeling <ul style="list-style-type: none">• Geometric Properties and Operations
HSN.CN	Number and Quantity: The Complex Number System	The Real Number System <ul style="list-style-type: none">• Complex Numbers
HSS.CP	Statistics and Probability: Conditional Probability and Rules of Probability	Data And Statistics <ul style="list-style-type: none">• Probability



WRITING

WRITING		
High Emphasis Targets		
Conventions of Standard English Grammar and Usage		
CSSR	STANDARD	AZTEC ALIGNMENT
CCSS.ELA-Literacy.L.7.1a	Explain the function of phrases and clauses in general and their function in specific sentences.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 2 Language in Context <ul style="list-style-type: none"> The Structure of Texts
CCSS.ELA-Literacy.L.7.1b	Choose among simple, compound, complex, and compound-complex sentences to signal differing relationships among ideas.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 2 Language in Context <ul style="list-style-type: none"> The Structure of Texts
CCSS.ELA-Literacy.L.7.1c	Revise sentences to correct misplaced or dangling modifiers.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 1
CCSS.ELA-Literacy.L.8.1a	Explain the function of verbals (gerunds, participles, infinitives) in general and their function in particular sentences.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 3
CCSS.ELA-Literacy.L.8.1b	Form and use verbs in the active and passive voice.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 3
CCSS.ELA-Literacy.L.8.1c	Form and use verbs in the indicative, imperative, interrogative, conditional, and subjunctive mood.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 3
CCSS.ELA-Literacy.L.8.1d	Recognize and correct inappropriate shifts in verb voice and mood.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 1
CCSS.ELA-Literacy.L.9-10.1a	Use parallel structure.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 1
CCSS.ELA-Literacy.L.9-10.1b	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.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 2
CCSS.ELA-Literacy.L.11-12.1a	Apply the understanding that usage is a matter of convention, can change over time, and is sometimes contested.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 2
CCSS.ELA-Literacy.L.11-12.1b	Resolve issues of complex or contested usage, consulting references (e.g., Merriam-Webster's <i>Dictionary of English Usage</i> , Garner's <i>Modern American Usage</i>) as needed.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 3



WRITING

High Emphasis Targets

Conventions of Standard English Capitalization, Punctuation, and Spelling

CSSR	STANDARD	AZTEC ALIGNMENT
CCSS.ELA-Literacy.L.7.2a	Use a comma to separate coordinate adjectives (e.g., It was a fascinating, enjoyable movie but not He wore an old[,] green shirt).	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Capitalization and Punctuation
CCSS.ELA-Literacy.L.8.2a	Use punctuation (comma, ellipsis, dash) to indicate a pause or break.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Capitalization and Punctuation Rules for the Colon, Dash, Hyphen, and Ellipsis
CCSS.ELA-Literacy.L.8.2b	Use an ellipsis to indicate an omission.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for the Colon, Dash, Hyphen, and Ellipsis
CCSS.ELA-Literacy.L.9-10.2a	Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 2 Rules for the Apostrophe and the Semicolon
CCSS.ELA-Literacy.L.9-10.2b	Use a colon correctly.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for the Colon, Dash, Hyphen, and Ellipsis
CCSS.ELA-Literacy.L.11-12.2a	Observe hyphenation conventions.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for the Colon, Dash, Hyphen, and Ellipsis
CCSS.ELA-Literacy.L.11-12.2b	Spell correctly.	Grammar and Mechanics <ul style="list-style-type: none"> Review of Spelling Rules
Make Effective Choices for Meaning and Style		
CCSS.ELA-Literacy.L.7.3a	Choose language that expresses ideas precisely and concisely, recognizing and eliminating wordiness and redundancy.	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 2 Language in Context <ul style="list-style-type: none"> Interpreting Words and Phrases
CCSS.ELA-Literacy.L.8.3a	Use verbs in the active and passive voice and in the conditional and subjunctive mood to achieve particular effects (e.g., emphasizing the actor or the action; expressing uncertainty or describing a state contrary to fact).	Grammar and Mechanics <ul style="list-style-type: none"> Rules for Grammar and Usage Part 3
CCSS.ELA-Literacy.L.9-10.3a	Write and edit work so that it conforms to the guidelines in style manual (e.g., <i>MLA Handbook</i> , <i>Turabian's Manual for Writers</i>) appropriate for the discipline and writing type.	Organization <ul style="list-style-type: none"> The Writing Process
CCSS.ELA-Literacy.L.11-12.3a	Vary syntax for effect, consulting references (e.g., <i>Tufte's Artful Sentences</i>) for guidance as needed; apply an understanding of syntax to the study of	Language in Context <ul style="list-style-type: none"> The Structure of Text



WRITING

	complex texts when reading.	
Medium Emphasis Targets		
Write Arguments to Support Claims		
CSSR	STANDARD	AZTEC ALIGNMENT
CCSS.ELA-Literacy.W.11-12.1a	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.	Organization <ul style="list-style-type: none"> The Writing Process Elements of an Essay
CCSS.ELA-Literacy.W.11-12.1b	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.	Organization <ul style="list-style-type: none"> The Writing Process Elements of an Essay
CCSS.ELA-Literacy.W.11-12.1c	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.	Language in Context <ul style="list-style-type: none"> The Structure of Texts Grammar and Usage <ul style="list-style-type: none"> Rules for Grammar and Usage Part 2
CCSS.ELA-Literacy.W.11-12.1d	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Language in Context <ul style="list-style-type: none"> Interpreting Words and Phrases Organization <ul style="list-style-type: none"> Elements of an Essay
CCSS.ELA-Literacy.W.11-12.1e	Provide a concluding statement or section that follows from and supports the argument presented.	Organization <ul style="list-style-type: none"> Elements of an Essay



WRITING

Medium Emphasis Targets

Write Informative / Explanatory Tests Effectively

CSSR	STANDARD	AZTEC ALIGNMENT
CCSS.ELA-Literacy.W.11-12.2a	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.	Organization <ul style="list-style-type: none"> The Writing Process
CCSS.ELA-Literacy.W.11-12.2b	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.	Organization <ul style="list-style-type: none"> The Writing Process
CCSS.ELA-Literacy.W.11-12.2c.	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.	Language in Context <ul style="list-style-type: none"> The Structure of Texts
CCSS.ELA-Literacy.W.11-12.2d	Use precise language, domain-specific vocabulary, and techniques such as metaphor, simile, and analogy to manage the complexity of the topic.	Language in Context <ul style="list-style-type: none"> Interpreting Words and Phrases
CCSS.ELA-Literacy.W.11-12.2e	Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.	Organization <ul style="list-style-type: none"> Elements of an Essay
CCSS.ELA-Literacy.W.11-12.2f	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).	Organization <ul style="list-style-type: none"> Elements of an Essay
The Essay Component		
CCSS.ELA-Literacy.W.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.	Organization <ul style="list-style-type: none"> The Writing Process
CCSS.ELA-Literacy.W.2	Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.	Organization <ul style="list-style-type: none"> Elements of an Essay