

An Aggregate Correlation: JA High School Programs and Common Core Standards in English Language Arts 2018

JA Be Entrepreneurial®

JA Career Success

JA Company Program® Blended

JA Economics®

JA Exploring Economics®

JA Job Shadow®

JA Personal Finance® Blended

JA Finance Park®

JA Titan®

Common Core ELA Standards Grades 9-12

RI. Reading for Informational Text

RI.1 Cite strong and thorough textual evidence to support analysis of what the text says	●	●	●	●	●	●	●	●	●
RI.2 Determine central ideas of a text and analyze its development over the course of the text	●	●	●	●	●	●	●	●	●
RI.4 Determine the meaning of words and phrases as they are used in a text	●	●	●	●	●	●	●	●	●
RI.5 Analyze in detail an author's ideas or claims [in a] text.		●		●					
RI.7 Analyze various accounts of a subject told in different mediums			●						
RI.8 Delineate and evaluate the argument and specific claims in a text	●		●		●			●	●

W. Writing

W.1 Write arguments to support claims		●							
W.2 Write informative/explanatory texts	●	●	●	●	●			●	●
W.3 Write narratives to develop real or imagined experiences			●						
W.4 Produce clear and coherent writing	●	●	●	●	●	●	●	●	
W.5 Develop and strengthen writing as needed			●	●		●			
W.6 Use technology, including the Internet, to produce, publish, and update writing products			●						
W.7 Conduct short as well as more sustained research projects	●		●	●	●	●	●		●
W.9 Draw evidence from literary or informational texts to support analysis			●						

SL. Speaking and Listening

SL.1 Initiate and participate effectively in a range of collaborative discussions	●	●	●	●	●	●	●	●	●
SL.2 Integrate multiple sources of information presented in diverse media or formats	●	●	●	●	●	●	●	●	●
SL.3 Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric	●	●	●	●	●	●	●		●
SL.4 Present information, findings, and supporting evidence clearly, concisely, and logically	●	●	●	●	●	●	●		●
SL.5 Make strategic use of digital media in presentations			●						●
SL.6 Adapt speech to a variety of contexts and tasks	●	●	●	●	●	●			●

L. Language

L.1 Demonstrate command of the conventions of standard English grammar and usage	●	●	●	●	●	●	●	●	●
L.2 Demonstrate command of the conventions of standard English punctuation	●	●	●	●	●	●	●		●
L.3 Apply knowledge of language to make effective choices for meaning or style, and to comprehend more fully when reading or listening.	●	●	●				●	●	
L.4 Determine or clarify the meaning of unknown and multiple-meaning words and phrases	●	●	●	●	●	●	●	●	●
L.5 Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.			●						
L.6 Acquire and use accurately general academic and domain-specific words and phrases	●	●	●	●	●	●	●		●

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RH. Reading for Literacy in History/Social Studies

RH.1 Cite specific textual evidence to support analysis of primary and secondary sources, connecting insights gained from specific details to an understanding of the text as a whole.			•	•	•	•	•	•	•
RH.2 Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.	•	•	•	•	•	•	•	•	•
RH.3 Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.			•	•	•		•		
RH.4 Determine the meaning of words and phrases as they are used in a text, including how an author uses and refines the meaning of a key term over the course of a text.	•	•	•	•	•	•	•	•	•
RH.5 Analyze how a text uses structure to emphasize key points or advance an explanation or analysis.	•	•	•	•	•		•	•	
RH.7 Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.			•	•	•		•	•	•
RH. 8 Evaluate an author's premises, claims and evidence by corroborating or challenging them with other information.	•	•	•	•	•				
RH. 9 Integrate information from diverse sources into a coherent understanding of an idea or event.	•	•	•	•	•	•	•	•	•

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Common Core Standards High School Mathematics

AA Common Core High School Algebra

A-SSE. Interpret the structure of expressions.				•	•					
A-SSE.1. Interpret expressions that represent a quantity in terms of its context.*			•	•	•					
A-SSE.3. Choose and produce an equivalent form of an expression to reveal and explain properties of the quantity represented by the expression.*				•	•					
A-REI. Understand solving equations as a process of reasoning and explain the reasoning.				•	•					
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.				•	•					
A-REI.2. Solve simple rational and radical equations in one variable, and give examples showing how extraneous solutions may arise.				•	•					
A-REI.3. Solve linear equations and inequalities in one variable, including equations with coefficients represented by letters.				•	•					

Common Core High School Statistics and Probability

S-IC Understand and evaluate random processes underlying statistical experiments.				•	•					
S-IC.1. Understand statistics as a process for making inferences about population parameters based on a random sample from that population.				•	•					•
S-IC.3. Recognize the purposes of and differences among sample surveys, experiments, and observational studies; explain how randomization relates to each.				•	•					•
S-IC.6. Evaluate reports based on data.			•	•	•	•				•

Mathematical Practices Grades 9-12

1 .Make sense of problems and persevere in solving them.			•	•	•	•	•	•	•	•
2 .Reason abstractly.			•	•	•	•	•	•	•	•
3 .Construct viable arguments and critique the reasoning of others.			•	•	•	•	•	•	•	•
4 .Model with mathematics.			•	•	•		•	•	•	•
5 .Use appropriate tools strategically.			•	•	•		•	•	•	•
6 .Attend to precision.			•	•	•		•	•	•	•
7 .Look for and make use of structure.			•	•	•		•	•	•	•
8 .Look for and express regularity in repeated reasoning.			•	•	•		•	•	•	•

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