COMMON CORE STANDARDS CROSSWALK

GRADES 9-10

Modules Coming Soon: Erin's Law & Respect

BASE EDUCATION

Our Modules

		Adjusting to Today's New Normal	Agression	Adrenaline	All or Nothing Thinking	Anger Managgement	Anxiety	Avoiding Exploitations	Bullying & Cyberbullying	Character Traits	Coping Strategies	Coronavirus (COVID-19)	Cultural Implications	Depression	Digital Citizenship	Equity	Future Goals	Getting to Know You	Healthy Communication	Healthy Relationships	Impulsive Decision Making	Irrational Thinking	Keeping Calm	Learned Helplessness	Learning How to Say "No Thanks"	LGBTQIA	Life Changes & Adjustments	Mindfulness	Motivation	Primary and Secondary Impacts of Behavior	Putting it All Together	Raising Awareness of Opiod Addiction	Refocus	Resilience	Restorative Practices	Self-Esteem	Strategies for Successful Return to School	Stress Management	Suicide Education and Prevention	Talking to Adults	Truancy	Vision of Self	Who Am I?
CCSS.ELA-LITERACY.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.9-10.6	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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								•																																	
CCSS.ELA-LITERACY.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								•	•									•																		•					

COMMON CORE STANDARDS CROSSWALK

GRADES 9-10 DRUG MODULES

		Alcohol	Bath Salts	Cigarettes	Cocaine	Hallucinogens and Dissociative Drugs	Heroin	Inhalants and the Choking Game	Marijuana and Concentrates	MDMS/Ecstasy	Methamphetamine	Prescription Drugs	Synthetic Marijuana	E-Cigarettes and Vaping	Section 01-Intro & Disclosure	Section 02-Prec-Course Knowledge Test	Section 03 - Pre-Course Attitude Survey	Section 04 - Drugs and the Mind - Emotions and Drugs	Section 05 - Drugs and the Mind - Moods and Drugs	Section 06 - Drugs and the Mind - Drugs and the Brain	Section 07 - Drugs and the Body - Absorption of Drugs	Section 08 - Drugs and the Body - Route Variance	Section 09 - Drugs and the Body - Mixing Drugs	Section 10 - Drugs and the Body - Overdose	Section 11 - Drugs and the Body - The Cycle of Abuse	Section 12 - Drugs and Relationships - Friends and Drugs	Section 13 - Drugs and Relationships - Lying, Concealment, and Deception	Section 14 - Drugs and Relationships - Responsibilities	Section 15 - Overcoming Drugs - Life Story	Section 16 - Overcoming Drugs - The "Forget You" Moment	Section 17 - Overcoming Drugs - Brainstorming the Future	Section 18 - Overcoming Drugs - Refusal, Coping, and Withdrawal	Section 19 - Overcoming Drugs - Triggers and Goals	Section 20 - Overcoming Drugs - Relapse	Section 21 - Living Drug-Free - Why Kids Use	Section 22 - Living Drug-Free - Moving Forward	Section 23 - Living Drug-Free - Impulsivity	Section 24 - Post-Course Attitude Survey	Section 25 - Post-Course Knowledge Acquisition Test	Section 26 - Close
CCSS.ELA-LITERACY.W.9-10.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				•																																	
CCSS.ELA-LITERACY.W.9-10.3.A	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 and/or characters; create a smooth progression of experiences or events.				•																																	
CCSS.ELA-LITERACY.W.9-10.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.				•																																	
CCSS.ELA-LITERACY.W.9-10.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.9-10.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.9-10.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.9-10.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9-10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.9-10.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.9-10.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.9-10.4	Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9-10 reading and content, choosing flexibly from a range of strategies.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.9-10.6	Acquire & 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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.RI.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.			•																																		
CCSS.ELA-LITERACY.RL.9-10.1	Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.								•									•									•		•										

COMMON CORE STANDARDS CROSSWALK

GRADES 11-12

Modules Coming Soon: Erin's Law & Respect

BASE EDUCATION

Our Modules

		Adjusting to Today's New Normal	Agression	Adrenaline	All or Nothing Thinking	Anger Managgement	Anxiety	Avoiding Exploitations	Bullying & Cyberbullying	Character Traits	Coping Strategies	Coronavirus (COVID-19)	Cultural Implications	Depression	Digital Citizenship	Equity	Future Goals	Getting to Know You	Healthy Communication	Healthy Relationships	Impulsive Decision Making	Irrational Thinking	Keeping Calm	Learned Helplessness	Learning How to Say "No Thanks"	LGBTQIA	Life Changes & Adjustments	Mindfulness	Motivation	Primary and Secondary Impacts of Behavior	Putting it All Together	Raising Awareness of Opiod Addiction	Refocus	Resilience	Restorative Practices	Self-Esteem	Strategies for Successful Return to School	Stress Management	Suicide Education and Prevention	Talking to Adults	Truancy	Vision of Self	Who Am I?
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•

COMMON CORE STANDARDS CROSSWALK

GRADES 11-12 DRUG MODULES

		Alcohol	Bath Salts	Cigarettes	Cocaine	Hallucinogens and Dissociative Drugs	Heroin	Inhalants and the Choking Game	Marijuana and Concentrates	MDMS/Ecstasy	Methamphetamine	Prescription Drugs	Synthetic Marijuana	E-Cigarettes and Vaping	Section 01-Intro & Disclosure	Section 02-Prec-Course Knowledge Test	Section 03 - Pre-Course Attitude Survey	Section 04 - Drugs and the Mind - Emotions and Drugs	Section 05 - Drugs and the Mind - Moods and Drugs	Section 06 - Drugs and the Mind - Drugs and the Brain	Section 07 - Drugs and the Body - Absorption of Drugs	Section 08 - Drugs and the Body - Route Variance	Section 09 - Drugs and the Body - Mixing Drugs	Section 10 - Drugs and the Body - Overdose	Section 11 - Drugs and the Body - The Cycle of Abuse	Section 12 - Drugs and Relationships - Friends and Drugs	Section 13 - Drugs and Relationships - Lying, Concealment, and Deception	Section 14 - Drugs and Relationships - Responsibilities	Section 15 - Overcoming Drugs - Life Story	Section 16 - Overcoming Drugs - The "Forget You" Moment	Section 17 - Overcoming Drugs - Brainstorming the Future	Section 18 - Overcoming Drugs - Refusal, Coping, and Withdrawal	Section 19 - Overcoming Drugs - Triggers and Goals	Section 20 - Overcoming Drugs - Relapse	Section 21 - Living Drug-Free - Why Kids Use	Section 22 - Living Drug-Free - Moving Forward	Section 23 - Living Drug-Free - Impulsivity	Section 24 - Post-Course Attitude Survey	Section 25 - Post-Course Knowledge Acquisition Test	Section 26 - Close
CCSS.ELA-LITERACY.W.11-12.1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.				•																																	
CCSS.ELA-LITERACY.W.11-12.3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.				•																																	
CCSS.ELA-LITERACY.W.11-12.3.A	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.				•																																	
CCSS.ELA-LITERACY.W.11-12.3.B	Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.				•																																	
CCSS.ELA-LITERACY.W.11-12.4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.11-12.9	Draw evidence from literary or informational texts to support analysis, reflection, and research.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.W.11-12.10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.SL.11-12.1	Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 11-12 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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.																•																					
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.			•																																		
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.										•																											
CCSS.ELA-LITERACY.L.11-12.1	Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
CCSS.ELA-LITERACY.L.11-12.2	Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when 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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
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.	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•