

California Career and Technical Education Matrix

The “✓” designations in the columns under each career pathway identify significant opportunities for academic standards-related instruction within the various career-technical programs. The absence of a “✓” should not, however, be interpreted as offering no opportunity for interdisciplinary instruction; and teachers should make decisions based on their own instructional goals, best judgments and student interests. A significant number of academic content standards in the matrix below comprise one of the 11 foundation standards required in the California Career and Technical Education model curriculum standards. The “☒” designations also identify opportunities for integrated instruction and the knowledge and the skills necessary for postsecondary education and employment as identified by the California Department of Education.

California Curriculum Content Standards English/Language Arts Grades 9 and 10	National Essential Skills Study (NESS)	CAHSEE	STAR	Agriculture & Natural Resources							Arts, Media, & Entertainment			Building Trades & Construction		
				Agriculture Business	Agriculture Mechanics	Agriscience	Forestry & Natural Resources	Animal Science	Ornamental & Horticulture	Plant & Soil Science	Media & Design Arts	Performing Arts	Production & managerial Arts	Cabinetmaking & Wood Products	Engineering & Heavy Construction	Mechanical Construction
Reading																
1.0 Word Analysis, Fluency, and Systematic Vocabulary Development - Students apply their knowledge of word origins to determine the meaning of new words encountered in reading materials and use those words accurately.																
<i>Vocabulary and Concept Development</i>																
1.1 Identify and use the literal and figurative meanings of words and understand word derivations.	E5	H	H	✓		✓	✓	✓	✓	✓		✓	✓			
1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words.	E5	H	H	✓		✓	✓	✓	✓	✓		✓	✓			
1.3 Identify Greek, Roman, and Norse mythology and use the knowledge to understand the origin and meaning of new words (e.g., the word <i>narcissistic</i> drawn from the myth of Narcissus and Echo).	E5	L	M	✓		✓		✓		✓						

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<p>2.0 Reading Comprehension (Focus on Informational Materials) Students read and understand grade-level-appropriate material. They analyze the organizational patterns, arguments, and positions advanced. The selections in <i>Recommended Literature, Grades Nine Through Twelve</i> (1990) illustrate the quality and complexity of the materials to be read by students. In addition, by grade twelve, students read two million words annually on their own, including a wide variety of classic and contemporary literature, magazines, newspapers, and online information. In grades nine and ten, students make substantial progress toward this goal.</p>																	
Structural Features of Informational Materials																	
2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.	E31 E38	H	H	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
2.2 Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.	E27	L	H	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
2.3 Generate relevant questions about readings on issues that can be researched.	E26	L	H	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	✓	✓	✓	✓
2.4 Synthesize the content from several sources or works by a single author dealing with a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.	E24 E35	H	H	✓	✓	✓	✓	✓	✓	✓	☑	☑	☑	✓	✓	✓	✓
2.5 Extend ideas presented in primary or secondary sources through original analysis, evaluation, and elaboration.	E7	H	L	✓		✓	✓	✓		✓	☑	☑	☑		✓		
2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g., those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).	E32	L	H	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑	☑
2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	E7 E9	H	H	☑	☑	☑	☑	☑	☑	☑			✓		✓		