

**Manufacturing: The New Generation  
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<b>Project 1.1 – Customers Rule, page 9</b>	<b>Project 1.2 – Downtime Costs, page 12</b>
<p><b>Mathematics – Ninth and Tenth Grades</b> (Application Indicator)</p> <p>1.3.A1 \$ Adjusts original rational number estimate of a real-world problem based on additional information (a frame of reference).</p> <p>4.2.A1d \$ Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data to make accurate inferences and predictions, to analyze decisions and to develop convincing arguments from these data displays: charts and tables.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.1.1.2 The student designs investigations, including developing questions, gathering and analyzing data and designing and conducting research.</p> <p>S.HS.1.1.3 The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations.</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4K Explains the factors that could change supply of or demand for a product.</p>	<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p>R.HS.1.4.8 Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical and persuasive texts.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.4.5 Builds a focused argument that uses logical thinking and appeals to reason, authority and/or emotion.</p> <p>W.HS.2.1.2 Locates appropriate print and non-print information using text and technical resources, periodicals and book indices, including databases and Internet.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Application Indicator)</p> <p>1.4.A1a \$ Generates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts with applications from business, chemistry and physics that involve addition, subtraction, multiplication, division, squares and square roots when the formulas are given as part of the problem and variables are defined.</p> <p>2.2.A2a \$ Represents and/or solves real-world problems with linear equations and inequalities both analytically and graphically.</p>

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<b>Project 1.3 – It’s in the Design, page 15</b>	<b>Project 1.4 – Deliver the Goods, page 20</b>
<p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.14 Writes compact sentences or phrases that make the point clear.</p> <p>W.HS.2.1.5 Presents organized statements, reports and speeches using visuals or media to support meaning, as appropriate.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>3.3.A1 Analyzes the impact of transformations on the perimeter and area of circles, rectangles and triangles, and volume of rectangular prisms and cylinders.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4K Explains the factors that could change supply of or demand for a product.</p>	<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of words or phrases using context clues from sentences or paragraphs.</p> <p>R.HS. 1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.2.8 Applies appropriate strategies to generate expository text.</p> <p>W.HS.2.1.5 Locates appropriate print and non-print information using text and technical resources, periodicals and book indices, including databases and Internet.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.5.3A \$ Explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining and wage rates.</p>

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<p><b>Project 1.5 – Get Control, page 27</b></p> <p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of words or phrases using context clues from sentences or paragraphs.</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.10 Writes with an awareness of purpose and audience.</p> <p>W.HS.1.3.14 Writes compact sentences or phrases that make the point clear.</p> <p>W.HS.2.1.2 Locates appropriate print and non-print information using text and technical resources, periodicals and book indices, including databases and Internet.</p> <p>W.HS.2.1.6 Analyzes, organizes and converts information into different forms.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p>	<p><b>Economics – High School</b></p> <p>SS.HS.2.2.4K Explains the factors that could change supply of or demand for a product.</p> <p>SS.HS.2.5.3A \$ Explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining and wage rates.</p>
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<p><b>Project 2 – Innovate with Corn, page 31</b></p> <p><b>Part One – The Customer’s Voice, page 32</b></p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.2.1.6 Analyzes, organizes and converts information into different forms.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>4.2.A1d \$ Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data, to make accurate inferences and predictions, to analyze decisions and to develop convincing arguments from these data displays.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4K Explains the factors that could change supply of or demand for a product.</p> <p><b>Part Two – How It All Begins, page 33</b></p> <p><b>Science – High School Life Science</b></p> <p>S.HS.3.7.1 The student understands differences in structure and function among organisms and can identify the characteristics of relevant life forms.</p>	<p><b>Part Three – Adjust the Formula, page 34</b></p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.18 Uses graphic devices that are clear, helpful, visually appealing and supportive of the text.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.1.1.2 The student designs investigations, including developing questions, gathering and analyzing data and designing and conducting research.</p> <p>S.HS.1.1.3 The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations.</p> <p>S.HS.2A.3.1 The student understands a chemical reaction occurs when one or more substances react to form a different chemical substance.</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p>S.HS.7.1.2 The student explains how science uses peer review, replication of methods and norms of honesty.</p> <p>S.HS.1.1.4 The student actively engages in conducting an inquiry, formulating and revising his or her scientific explanations and models using logic and evidence and recognizing that potential alternative explanations and models should be considered.</p> <p style="text-align: right;"><i>(continued)</i></p>
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<p><b>Project 2 – Innovate with Corn, page 31</b> <i>(continued)</i></p>	
<p><b>Part Four – Check It Out, page 35</b></p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.4.5 Builds a focused argument that uses logical thinking and appeals to reason, authority and/or emotion.</p> <p>W.HS.1.4.12 Uses language that is appropriate for persuasive writing and easy for the audience to understand.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>4.2.A1a § Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data, to make accurate inferences and predictions, to analyze decisions and to develop convincing arguments from these data displays.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Part Five – Analyze Shipping, page 36</b></p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>1.4.A1a § Generates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts with applications from business, chemistry and physics that involve addition, subtraction, multiplication, division, squares and square roots when the formulas are given as part of the problem and variables are defined.</p>	<p>1.4.A1b § Generates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts with volume and surface area given the measurement formulas of rectangular solids and cylinders.</p> <p>3.3A1 Analyzes the impact of transformations on the perimeter and area of circles, rectangles and triangles and volume of rectangular prisms and cylinders.</p> <p><b>Part Six – Analyze the Product’s Life Cycle, page 36</b></p> <p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of words or phrases using context clues from sentences or paragraphs.</p> <p>R.HS.1.4.2 Understands the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts.</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p>R.HS.1.4.15 Distinguishes between fact and opinion and recognizes propaganda, bias and stereotypes in various types of appropriate-level texts.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.1.1.2 The student designs investigations, including developing questions, gathering and analyzing data and designing and conducting research.</p> <p style="text-align: right;"><i>(continued)</i></p>

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<b>Project 2 – Innovate with Corn, page 31</b> <i>(continued)</i>	<b>Project 3.1 – Test Oil, page 46</b>
<p>S.HS.1.1.3 The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations.</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.4.4A Evaluate the costs and benefits of governmental economic and social policies on society.</p>	<p><b>Writing – High School</b> (Knowledge Base Indicators)</p> <p>W.HS.1.3.7 Organizes information within each section, paragraph, list or graphic in a logical and effective sequence to meet the reader’s informational needs.</p> <p>W.HS.1.3.14 Writes compact sentences or phrases that make the point clear.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.1.1.3 The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations.</p> <p>S.HS.2A.2.3 The student understands chemical bonds result when valence electrons are transferred or shared between atoms. Ionic compounds result from atoms transferring electrons. Molecular compounds result from atoms sharing electrons.</p> <p>S.HS.2A.3.1 The student understands a chemical reaction occurs when one or more substances react to form a different chemical substance.</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p>

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<b>Project 3.2 – Go With the Flow, page 50</b>	<b>Project 3.3 – The Ripple Effect, page 53</b>
<p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.18 Uses graphic devices that are clear, helpful, visually appealing and supportive of the text.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>4.2.A1a \$ Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data, to make accurate inferences and predictions, to analyze decisions and to develop convincing arguments from these data displays.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.1.1.2 The student designs investigations, including developing questions, gathering and analyzing data and designing and conducting research.</p> <p>S.HS.1.1.3 The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations.</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p>	<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of words or phrases using context clues from sentences or paragraphs.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.18 Uses graphic devices that are clear, helpful, visually appealing and supportive of the text.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.1.1.2 The student designs investigations, including developing questions, gathering and analyzing data and designing and conducting research.</p> <p>S.HS.1.1.3 The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations.</p> <p>S.HS.2B.3.2 The student understands waves have energy and can transfer energy when they interact with matter.</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p>

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<b>Project 3.4 – Internal Audit, page 60</b>	<b>Project 3.5 – Border Crossings, page 66</b>
<p><b>Reading – High School</b>            (Knowledge Base Indicator)</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p>R.HS.1.4.8 Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical and persuasive texts.</p> <p>R.HS.1.4.9 Uses paraphrasing and organizational skills to summarize information from appropriate-level narrative, expository, technical and persuasive texts in logical or sequential order, clearly preserving the author’s intent.</p> <p><b>Writing – High School</b>            (Knowledge Base Indicator)</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.11 Writes with authority so the voice is not distracting.</p> <p>W.HS.1.4.5 Builds a focused argument that uses logical thinking and appeals to reason, authority and/or emotion.</p> <p>W.HS.1.4.7 Applies appropriate strategies to generate persuasive text.</p>	<p><b>Reading – High School</b>            (Knowledge Base Indicator)</p> <p>R.HS.1.4.2 Understands the purpose of text features and uses such features to locate information in and to gain meaning from appropriate-level texts.</p> <p><b>Writing – High School</b>            (Knowledge Base Indicator)</p> <p>W.HS.1.2.8 Applies appropriate strategies to generate expository text.</p> <p>W.HS.1.2.14 Manages specialized vocabulary particular to the subject/topic to provide ease of understanding.</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.10 Writes with an awareness of purpose and audience.</p> <p>W.HS.1.3.18 Uses graphic devices that are clear, helpful, visually appealing and supportive of the text.</p> <p>W.HS.2.1.2 Locates appropriate print and non-print information using text and technical resources, periodicals and book indices, including databases and Internet.</p> <p>W.HS.2.1.6 Analyzes, organizes and converts information into different forms.</p> <p><b>Mathematics – Ninth and Tenth Grades</b>            (Assessed Indicator)</p> <p>4.2.A1 \$ Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data, to make accurate inferences and predictions, to analyze decisions and to develop convincing arguments from these data displays.</p> <p style="text-align: right;"><i>(continued)</i></p>

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<b>Project 3.5 – Border Crossings, page 66</b> <i>(continued)</i>	<b>Project 4.1 – Design by Consensus, page 72</b>
<p><b>Science – High School Physical Science</b>            (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p>S.HS.7.1.2 The student explains how science uses peer review, replication of methods and norms of honesty.</p> <p><b>Civics-Government – High School</b></p> <p>SS.HS.1.5.31 Examines the purpose and functions of multi-national organizations.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4k Explains the factors that change supply of or demand for a product.</p> <p><b>Geography – High School</b></p> <p>SS.HS.3.2.2a Analyzes the factors that contribute to human changes in regions.</p> <p>SS.HS.3.2.5k Gives examples of how cultural cooperation and conflict are involved in shaping the distribution of and connections between cultural, political and economic spaces on Earth.</p>	<p><b>Reading – High School</b>            (Knowledge Base Indicator)</p> <p>R.HS.1.4.8 Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical and persuasive texts.</p> <p>R.HS.1.4.9 Uses paraphrasing and organizational skills to summarize information from appropriate-level narrative, expository, technical and persuasive texts in logical or sequential order, clearly preserving the author’s intent.</p> <p><b>Writing – High School</b>            (Knowledge Base Indicator)</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.10 Writes with an awareness of purpose and audience.</p> <p>W.HS.1.3.11 Writes with authority so the voice is not distracting.</p> <p>W.HS.1.3.12 Selects words that convey the writer’s message clearly, precisely and professionally.</p> <p>W.HS.1.3.13 Selects words that consider appropriate connotation for the intended task/format.</p> <p>W.HS.1.3.14 Writes compact sentences or phrases that make the point clear.</p> <p>W.HS.1.3.18 Uses graphic devices that are clear, helpful, visually appealing and supportive of the text.</p> <p style="text-align: right;"><i>(continued)</i></p>

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<b>Project 4.1 – Design by Consensus, page 72 (continued)</b>	<b>Project 4.2 – Proactive Improvement, page 77</b>
<p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>3.3.A1 Analyzes the impact of transformations on the perimeter and area of circles, rectangles and triangles and volume of rectangular prisms and cylinders.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4K Explains the factors that could change supply of or demand for a product.</p> <p>SS.HS.2.3.2a Compares characteristics of traditional, command, market and mixed economies on the basis of property rights, factors of production and locus of economic decision making.</p> <p>SS.HS.2.5.3a \$ Explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining and wage rates.</p>	<p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.10 Writes with an awareness of purpose and audience.</p> <p>W.HS.1.3.11 Writes with authority so the voice is not distracting.</p> <p>W.HS.1.3.12 Selects words that convey the writer’s message clearly, precisely and professionally.</p> <p>W.HS.1.3.13 Selects words that consider appropriate connotation for the intended task/format.</p> <p>W.HS.1.3.14 Writes compact sentences or phrases that make the point clear.</p> <p>W.HS.1.3.18 Uses graphic devices that are clear, helpful, visually appealing and supportive of the text.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>3.3.A1 Analyzes the impact of transformations on the perimeter and area of circles, rectangles and triangles and volume of rectangular prisms and cylinders.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4K Explains the factors that could change supply of or demand for a product.</p>

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<b>Project 4.3 – Address the Issues, page 80</b>	<b>Project 4.4 – Diamond Drift Logo Design, page 83</b>
<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.18 Uses graphic devices that are clear, helpful, visually appealing and supportive of the text.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>3.3.A1 Analyzes the impact of transformations on the perimeter and area of circles, rectangles and triangles and volume of rectangular prisms and cylinders.</p> <p>4.2.A1 \$ Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data, to make accurate inferences and predictions, to analyze decisions and to develop convincing arguments from these data displays.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4K Explains the factors that could change supply of or demand for a product.</p> <p>SS.HS.2.5.3a \$ Explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining and wage rates.</p>	<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p>R.HS.1.4.8 Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical and persuasive texts.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.2.8 Applies appropriate strategies to generate expository text.</p> <p>W.HS.1.2.14 Manages specialized vocabulary particular to the subject/topic to provide ease of understanding.</p> <p>W.HS.1.4.1 Asserts an arguable proposition or opinion.</p> <p>W.HS.1.4.5 Builds a focused argument that uses logical thinking and appeals to reason, authority and/or emotion.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>1.4.A1a \$ Generates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts with application from business, chemistry and physics that involve addition, subtraction, multiplication, division, squares and square roots when the formulas are given as part of the problem and variables are defined.</p> <p>2.2.A2a \$ Represents and/or solves real-world problems with linear equations and inequalities both analytically and graphically.</p> <p style="text-align: right;"><i>(continued)</i></p>

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<b>Project 4.4 – Diamond Drift Logo Design, page 83 (continued)</b>	<b>Project 4.5 – Plan the Work and Work the Plan, page 87</b>
<p>3.3.A1 Analyzes the impact of transformations on the perimeter and area of circles, rectangles and triangles and volume of rectangular prisms and cylinders.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4k Explains the factors that could change supply of or demand for a product.</p>	<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of words or phrases using context clues from sentences or paragraphs.</p> <p>R.HS.1.4.8 Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical and persuasive texts.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.12 Selects words that convey the writer’s message clearly, precisely and professionally.</p> <p>W.HS.1.3.13 Selects words that consider appropriate connotation for the intended task/format.</p> <p>W.HS.1.3.18 Uses graphic devices that are clear, helpful, visually appealing and supportive of the text.</p> <p>W.HS.1.4.5 Builds a focused argument that uses logical thinking and appeals to reason, authority and/or emotion.</p> <p>W.HS.1.4.7 Applies appropriate strategies to generate persuasive text.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p>

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<p><b>Project 5.1 – Every Link Counts, page 92</b></p> <p><b>Reading – High School</b>          (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of word or phrases using context clues from sentences or paragraphs.</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p>R.HS.1.4.8 Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical and persuasive text.</p> <p><b>Writing – High School</b>          (Knowledge Base Indicator)</p> <p>W.HS.1.2.8 Applies appropriate strategies to generate expository text.</p> <p>W.HS.1.2.13 Incorporates words that are precise and suitable for expository writing that create appropriate imagery.</p> <p>W.HS.1.2.14 Manages specialized vocabulary particular to the subject/topic to provide ease of understanding.</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.10 Writes with an awareness of purpose and audience.</p> <p>W.HS.1.3.13 Selects words that consider appropriate connotation for the intended task/format.</p> <p>W.HS.1.4.1 Asserts an arguable proposition or opinion.</p> <p>W.HS.1.4.2 Selects and uses personal experience, observations, prior knowledge, research important for the reader to reach a conclusion and use an appropriate point of view for the piece.</p> <p>W.HS.1.4.5 Builds a focused argument that uses logical thinking and appeals to reason, authority and/or emotion.</p>	<p>W.HS.1.4.7 Applies appropriate strategies to generate persuasive text.</p> <p>W.HS.1.4.12 Uses language that is appropriate for persuasive writing and easy for the audience to understand.</p> <p>W.2.1.2 Locates appropriate print and non-print information using text and technical resources, periodicals and book indices, including databases and Internet.</p> <p>W.2.1.6 Analyzes, organizes and converts information into different forms.</p> <p><b>Mathematics – Ninth and Tenth Grades</b>          (Assessed Indicator)</p> <p>1.4.A1a \$ Generates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts with applications from business, chemistry and physics that involve addition, subtraction, multiplication, division, squares and square roots when the formulas are given as part of the problem and variables are defined.</p> <p>2.2.A2a \$ Represents and/or solves real-world problems with linear equations and inequalities both analytically and graphically.</p> <p><b>Science – High School Physical Science</b>          (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4k Explains the factors that could change supply of or demand for a product.</p>
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<b>Project 5.2 – Grab That Drink, page 97</b>	<b>Project 5.3 – Fill the Tank, page 101</b>
<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS. 1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.4.7 Applies appropriate strategies to generate persuasive text.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>4.2.A1 \$ Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data to make accurate inferences and predictions, to analyze decisions and to develop convincing arguments from these data displays.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4k Explains the factors that could change supply of or demand for a product.</p>	<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of words or phrases using context clues from sentences or paragraphs.</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>1.4.A1a \$ Generates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts with applications from business, chemistry and physics that involve addition, subtraction, multiplication, division, squares and square roots when the formulas are given as a part of the problem and variables are defined.</p> <p>2.2.A2a \$ Represents and/or solves real-world problems with linear equations and inequalities both analytically and graphically.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4K Explains the factors that could change supply of or demand for a product.</p> <p><b>Geography – High School</b></p> <p>SS.HS.3.5.1a Examines the impact that technology has on human modification of the physical environment.</p>

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<b>Project 5.4 – It’s All in the Package, page 104</b>	<b>Project 5.5 – Follow the Trail, page 107</b>
<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of words or phrases using context clues from sentences or paragraphs.</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p>R.HS.1.4.15 Distinguishes between fact and opinion and recognizes propaganda, bias and stereotypes in various types of appropriate-level texts.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.1 Develops a technical text focused on one main purpose.</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.18 Uses graphic devices that are clear, helpful, visually appealing and supportive of the text.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4k Explains the factors that could change supply of or demand for a product.</p>	<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of words or phrases using context clues from sentences or paragraphs.</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p>R.HS.1.4.8 Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical and persuasive texts.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>1.4.A1 \$ Demonstrates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.2B.3.2 The student understands waves have energy and can transfer energy when they interact with matter.</p> <p>S.HS.2B.3.3 The student understands electromagnetic waves result when a charged particle is accelerated or decelerated.</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Geography – High School</b></p> <p>SS.HS.3.2.2a Analyzes the factors that contribute to human changes in regions.</p>

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<p><b>Project 6.1 – Bonding Time, page 113</b></p>	
<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of words or phrases using context clues from sentences or paragraphs.</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p>R.HS.1.4.8 Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical and persuasive texts.</p> <p>R.HS.1.4.10 Identifies the topic, main idea(s), supporting details and theme(s) in text across the content areas and from a variety of sources in appropriate-level texts.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.2.8 Applies appropriate strategies to generate expository text.</p> <p>W.HS.1.2.13 Incorporates words that are precise and suitable for expository writing that create appropriate imagery.</p> <p>W.HS.1.2.14 Manages specialized vocabulary particular to the subject/topic to provide ease of understanding.</p> <p>W.HS.2.1.2 Locates appropriate print and non-print information using text and technical resources, periodicals and book indices, including databases and Internet.</p> <p>W.HS.2.1.4 Analyzes the complexities and discrepancies in information and systematically organizes relevant information to support central ideas, concepts and themes.</p>	<p>W.HS.2.1.6 Analyzes, organizes and converts information into different forms.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.2A.1.1 The student understands atoms, the fundamental organizational unit of matter, are composed of subatomic particles, organized in a small, dense, positively charged nucleus and surrounded by a negatively charged electron cloud.</p> <p>S.HS.2A.2.2 The student understands the periodic table lists elements according to increasing atomic number. This table organizes physical and chemical trends by groups, periods and categories.</p> <p>S.HS.2A.2.3 The student understands chemical bonds result when valence electrons are transferred or shared between atoms. Ionic compounds result from atoms transferring electrons. Molecular compounds result from atoms sharing electrons.</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p>S.HS.7.1.2 The student explains how science uses peer review, replication of methods and norms of honesty.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4k Explains the factors that could change supply of or demand for a product.</p> <p>SS.HS.2.5.3a \$ Explains how the demand for and supply of labor are influenced by productivity, education, skills, retraining and wage rates.</p>

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<p><b>Project 6.2 – If It’s Good For Business ..., page 116</b></p> <p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.3.1 Determines meaning of words or phrases using context clues from sentences or paragraphs.</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p>R.HS.1.4.8 Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical and persuasive texts.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.4.1 Asserts an arguable proposition or opinion.</p> <p>W.HS.1.4.2 Selects and uses personal experience, observations, prior knowledge, research important for the reader to reach a conclusion and use an appropriate point of view for the piece.</p> <p>W.HS.1.4.3 Develops and differentiates details necessary to expand the main topic in a balanced format to support the writer’s position.</p> <p>W.HS.1.4.5 Builds a focused argument that uses logical thinking and appeals to reason, authority and/or emotion.</p> <p>W.HS.1.4.7 Applies appropriate strategies to generate persuasive text.</p> <p>W.HS.1.4.12 Uses language that is appropriate for persuasive writing and easy for the audience to understand.</p>	<p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>1.4.A1 \$ Generates and or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts.</p> <p>4.2.A1 Uses data analysis in real-world problems and with rational number data sets to make accurate inferences and predictions, to analyze decisions and to develop convincing arguments from data displays.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4k Explains the factors that could change supply of or demand for a product.</p>
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<b>Project 6.3 – Getting the Right Angle, page 122</b>	<b>Project 6.4 – Water: The Liquid of Life, page 125</b>
<p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.4.1 Asserts an arguable proposition or opinion.</p> <p>W.HS.1.4.4 Anticipates the reader’s questions and provides balance with a counter-argument.</p> <p>W.HS.1.4.12 Uses language that is appropriate for persuasive writing and easy for the audience to understand.</p> <p>W.HS.1.4.13 Incorporates words that are precise, suitable for persuasive writing and create imagery.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>1.4.A1 \$ Generates and/or solves multi-step real-world problems with real numbers and algebraic expressions using computational procedures and mathematical concepts.</p> <p>3.1.A1b Solves real world problems by applying the Pythagorean Theorem.</p> <p><b>Civics-Government – High School</b></p> <p>SS.HS.1.1.2a Analyzes how the rule of law can be used to protect the rights of individuals and to promote the common good.</p>	<p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p><b>Mathematics – Ninth and Tenth Grades</b> (Assessed Indicator)</p> <p>4.2.A1 Uses data analysis in real-world problems with rational number data sets to compare and contrast two sets of data, to make accurate inferences and predictions, to analyze decisions and to develop convincing arguments from data displays.</p> <p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.1.1.3 The student correctly uses the appropriate technological tools and mathematics in their own scientific investigations.</p> <p><b>Geography – High School</b></p> <p>SS.HS.3.5.1a Examines the impact that technology has on human modification of the physical environment.</p>

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<p><b>Project 6.5 – Cradle-to-Grave Manufacturing, page 129</b></p> <p><b>Reading – High School</b> (Knowledge Base Indicator)</p> <p>R.HS.1.4.5 Uses information from the text to make inferences and draw conclusions.</p> <p>R.HS.1.4.8 Explains and analyzes cause-effect relationships in appropriate-level narrative, expository, technical and persuasive texts.</p> <p>R.HS.1.4.9 Uses paraphrasing and organizational skills to summarize information from appropriate-level narrative, expository, technical and persuasive texts in logical or sequential order, clearly preserving the author’s intent.</p> <p>R.HS.1.4.15 Distinguishes between fact and opinion and recognizes propaganda, bias and stereotypes in various types of appropriate-level texts.</p> <p><b>Writing – High School</b> (Knowledge Base Indicator)</p> <p>W.HS.1.3.6 Applies appropriate strategies to generate technical text.</p> <p>W.HS.1.3.11 Writes with authority so the voice is not distracting.</p> <p>W.HS.1.3.12 Selects words that convey the writer’s message clearly, precisely and professionally.</p> <p>W.HS.2.1.2 Locates appropriate print and non-print information using text and technical resources, periodicals and book indices, including databases and Internet.</p> <p>W.HS.2.1.6 Analyzes, organizes and converts information into different forms.</p>	<p><b>Science – High School Physical Science</b> (Assessable Indicator)</p> <p>S.HS.5.1.1 The student understands technology is the application of scientific knowledge for functional purposes.</p> <p><b>Economics – High School</b></p> <p>SS.HS.2.2.4k Explains the factors that could change supply of or demand for a product.</p> <p>SS.HS.2.4.4a Evaluate the costs and benefits of governmental economic and social policies on society.</p> <p><b>Geography – High School</b></p> <p>SS.HS.3.2.2a Analyzes the factors that contribute to human changes in regions.</p> <p>SS.HS.3.5.1a Examines the impact that technology has on human modification of the physical environment.</p> <p>SS.HS.3.5.2a Examines alternative strategies to respond to constraints placed on human systems by the physical environment.</p>
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