

North Dakota Automotive Collision Academic Crosswalk

Approved & Adopted
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**North Dakota Department of Career and Technical
Education**

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Academic Crosswalks

What is an academic crosswalk?

Curriculum standards describe what a student should know and be able to do upon completing an instructional program. An academic crosswalk shows the connections between a career and technical education program standard and state academic standards developed by the North Dakota Department of Public Instruction.

What is the purpose of an academic crosswalk?

Academic crosswalks identify the links between career and technical education programs and academic programs. Each crosswalk in this document identifies one or more academic standards that might logically be addressed when developing instruction to meet a specific Automotive Collision standard.

Which academic areas are crosswalked with Automotive Collision standards?

The standards are crosswalked with two or more of the core academic standards (English/language arts, math, science). FACS standards are crosswalked with all three of the core standards areas **and** with social studies, health, and library/technology literacy. Each crosswalk is to one or more specific academic standards, rather than to the generic concepts of “math”, “science”, etc.

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 1: Preparation of non-structural body components
Competency 1.1.1: Inspect, remove, store and replace all vehicle mechanical and electrical components that may interfere with or be damaged during repair

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.3.1 Collect and organize data, select and use an appropriate display; i.e., a frequency table, a line and bar graph
- 6.3.2 Count possible outcomes using lists
- 6.3.3 Use experiments or simulations to determine probabilities
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems

Mathematics (continued)

- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 7.4.5 Solve problems involving scale factors, using ratio and proportion
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- 6.1.1 Identify physical, intellectual, social, and emotional changes that occur as the body ages throughout the life cycle
- 6.1.2 Describe the importance of intellectual, emotional, social, and physical health during adolescence (e.g., the effect of stress on mental performance, the effect of self-image on relationships)
- 6.1.3 Explain how body systems are affected by health behaviors (e.g., the effect of physical activity on the cardiovascular system)
- 6.2.1 Describe strategies for stress management (e.g., breathing and relaxation techniques, avoiding personal stressors, time management)
- 6.2.2 Explain characteristics and conditions associated with positive self-esteem (e.g., confidence, self-worth)
- 6.2.3 Identify the causes and prevention of common diseases and other health problems (e.g., asthma, diabetes, obesity, allergies, sexually transmitted disease/infection [STD/STI], cardio-vascular disease)

Health (continued)

- 6.2.5 Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose)
- 6.3.1 Describe ways external factors (e.g., family, peers, culture, media, technology) affect health in positive and negative ways (e.g., advertisements that promote or discourage tobacco and alcohol use; effects of TV, the internet and video games on physical activity)
- 6.3.2 Explain how the environment can affect personal health (e.g., second-hand smoke, available health care)
- 6.4.1 Describe social skills for building and maintaining positive relationships at school, work and home (e.g., positive communication, cooperation, respect)
- 6.4.2 Identify strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure
- 6.4.3 Identify conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities
- 6.5.1 Develop goals to sustain or improve personal health practices
- 6.5.2 Describe the consequences of decisions regarding health behaviors (e.g., tobacco, alcohol, drugs, nutrition and physical activity) for oneself and others
- 6.6.1 Identify situations that require professional health services (e.g., depression, eating disorders, drug or alcohol usage)
- 6.6.2 Develop a plan to prioritize time and money for work and leisure activities
- 7-8.1.1 Describe physical, intellectual, social, and emotional changes that occur throughout the life cycle (e.g., body maturation, brain development, social awareness)
- 7-8.1.2 Describe the interrelationship of intellectual, emotional, social, and physical health (e.g., the effect of stress on mental performance, the effect of self-image on relationships) during adolescence
- 7-8.2.2 Describe ways (e.g., personal achievement, community involvement) to improve self-esteem
- 7-8.2.7 Explain ways in which school and public health policies can influence health promotion and disease prevention (e.g., tobacco and wellness policies)
- 7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)
- 7-8.3.2 Identify ways that physical environment (e.g., natural and man-made disasters, pollutants) influences the health of individuals
- 7-8.4.1 Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors)
- 7-8.4.2 Demonstrate strategies (e.g., refusal skills, negotiation skills) for coping with peer pressure
- 7-8.4.3 Describe causes of conflicts (e.g., bullying, power plays or struggles, peer pressure, gangs) in schools, families, and communities and specific strategies to prevent conflict in such situations
- 7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)
- 7-8.5.2 Identify the steps (e.g., clarify, consider, choose) of the decision-making process (e.g., going to a game or doing your homework)
- 9-12.1.4 Explain the impact of personal health behaviors on the functioning of body systems (e.g., stress weakens the immune system, lack of exercise may lead to obesity, tobacco use may lead to cancer, risky behaviors may lead to HIV/AIDS or STDS)

Health (continued)

- 9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)
- 9-12.2.3 Explain ways individuals can take responsibility for enhancing their own health (e.g., personal responsibility for dietary choices and reading labels, participating in physical activities, stress reduction, abstinence)
- 9-12.2.7 Describe strategies for enhancing health and safety at home, in the community, and in the workplace (e.g., making an emergency evacuation plan for the home, locating and using an Automated External Defibrillator in the community, identifying proper lifting techniques for heavy objects, CPR/first aid training)
- 9-12.3.3 Explain how public health policies and government regulations (e.g., food and drug labeling, safe food handling and production regulations, community immunization programs, regulations regarding waste disposal) influence health
- 9-12.3.4 Evaluate how a physical environment influences the health of individuals and the community (e.g., the application of pesticides and herbicides on agricultural products; environmental issues that affect the water supply and nutritional quality of food)
- 9-12.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health
- 9-12.4.2 Demonstrate refusal, negotiation, and collaboration skills to enhance health and avoid or reduce health risks
- 9-12.5.2 Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal
- 9-12.5.3 Apply the decision-making process (e.g., gathering facts, assessing the alternatives, implementing a decision, evaluating the outcome) as it relates to a healthy lifestyle
- 9-12.5.4 Identify situations (e.g., fluoridated water in a community, television ratings in the home, natural disasters) that require individuals to work together in a collaborative decision-making process
- 9-12.5.5 Compare the short and long term impacts of alternative choices (e.g., pop vs. water, smoking vs. non-smoking, seatbelt vs. not wearing a seatbelt, abstinence vs. sexual activity) in health-related situations
- 9-12.5.6 Explain consequences regarding the use, misuse, and abuse of alcohol, tobacco, and other drugs (e.g., adverse consequences for individuals, families, and the community)
- 9-12.6.5 Determine criteria (e.g., costs and benefits, consumer guide, advice from health professionals, the media) to evaluate health information, products, and services (e.g., research using medical journals, consumer health sources, research institutes)

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 1: Preparation of non-structural body components
Competency 1.1.2: Inspect, remove, and replace repairable plastics and other components that are recommended for off-vehicle repair

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade

English/Language Arts (continued)

- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 1: Preparation of non-structural body components
Competency 1.1.3: Review damage report and analyze damage to determine appropriate methods for overall repair; develop and document a repair plan

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.1.2 Use sources that are appropriate for the research purpose
- 6.1.3 Differentiate between accurate and inaccurate information
- 6.1.4 Use information from several sources
- 6.3.1 Produce informative writing; e.g., research-based report, instructions
- 6.4.4 Summarize key ideas of a speaker
- 7.1.1 Generate and evaluate questions relevant to research topic
- 7.1.2 Use a variety of sources, such as computer catalogs, magazines, and newspapers, to access information
- 7.1.3 Question the accuracy and relevance of information
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.1.1 Use questions to narrow research topic
- 8.1.2 Use a variety of primary and/or secondary sources to access information; i.e., computer catalogs, magazines, newspapers, and primary sources
- 8.1.3 Evaluate sources that present different perspectives; e.g., by identifying sources of bias and distinguishing between primary and secondary sources
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.1.3 Cross-reference information
- 9.1.6 Summarize information
- 9.1.8 Use primary and secondary sources
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 10.1.2 Know ways to effectively search electronic databases; e.g., defining key terms and using limiters to focus a search
- 11.1.5 Synthesize information in a logical sequence
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.6 Use order of operations (i.e., parentheses and operations) to simplify numeric expressions
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.3.7 Make inferences based on analysis of data and interpretation of graphs
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 8.5.6 Solve problems involving rates; i.e., speed equals distance divided by time (miles per hour)
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement Situations

Mathematics (continued)

9-10.5.4 Perform the operations of addition, subtraction, multiplication, and division on algebraic functions; e.g., given $f(x) = 2x$ and $g(x) = 5x - 7$, find $f(x) + g(x)$

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 1: Preparation of non-structural body components
Competency 1.1.4: Inspect, remove, store and replace exterior trim and moldings

English/Language Arts

6.1.1 Pose relevant research questions

6.4.4 Summarize key ideas of a speaker

7.2.4 Use prior knowledge and experiences to aid text comprehension

7.2.5 Read to be informed, entertained, and persuade

7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text

8.2.2 Use prior knowledge and experiences to aid text comprehension

9.2.14 Use decoding/encoding, connotation, and denotation

9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary

9.4.4 Engage in a group discussion

9.4.5 Use critical listening skills; i.e., reflection

12.2.8 Use technical language/jargon to decipher meaning

Mathematics

6.1.1 Use a fraction to represent parts of a whole, division, or a ratio

6.1.2 Explain and use whole number percents 1 to 100

6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents

6.1.4 Compare and order fractions, decimals, mixed numbers and integers

6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10

6.1.7 Explain the effects of arithmetic operations on fractions and decimals

6.1.10 Multiply and divide decimals

6.1.11 Add, subtract, multiply, and divide fractions

6.4.1 Measure length to the nearest sixteenth of an inch

Mathematics (continued)

- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 1: Preparation of non-structural body components
Competency 1.1.5: Inspect, remove, store and replace interior trim and components

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

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- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
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- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 1: Preparation of non-structural body components
Competency 1.1.6: Inspect, remove, store and replace non-structural body panels and components that may interfere with or be damaged during repair

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade

English/Language Arts (continued)

- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
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- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
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- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement

Mathematics (continued)

- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 1: Preparation of non-structural body components
Competency 1.1.7: Protect panels, glass, and parts adjacent to the repair area

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 1: Preparation of non-structural body components
Competency 1.1.8: Soap and water wash the entire vehicle; use appropriate cleaner to remove contaminants from those areas to be repaired

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 7.1.1 Use ratios and proportions to represent relationships
- 8.1.2 Solve real-world problems involving ration, proportion, and percent

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.5 Identify the reactants and products in a chemical reaction

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Topic 1: Preparation of non-structural body components
Competency 1.1.9: Remove corrosion protection, undercoatings, sealers, and other protective coatings necessary to perform repairs

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.3.2 Use simple machines to change forces
- 6.6.1 Identify examples of how technologies have evolved
- 6.6.3 Explain the relationship between science and technology
- 7.3.1 Explain how forms of energy can be transferred. (e.g., photosynthesis, metabolism, battery)
- 7.6.1 Identify ways in which technology has influenced the course of history and improved the quality of life
- 7.6.2 Identify technologies (e.g., communication, agriculture, information processing, transportation) that are influenced by societies
- 7.6.3 Identify intended benefits and unintended consequences that result from the development and use of technologies
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.7 Use Newton's Laws to describe the motion of an object
- 9-10.3.8 Describe the relationships between kinetic and potential energy in basic transformations (e.g., physical and chemical changes)
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today
- 8.3.4 Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast)

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 1: Preparation of non-structural body components
Competency 1.1.10: Apply safety procedures associated with vehicle components and systems according to manufacturers specifications/procedures

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.3.7 Make inferences based on analysis of data and interpretation of graphs
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 1: Preparation of non-structural body components
Competency 1.1.11: Apply environmental practices associated with vehicle components and systems such as substrates, fluids, refrigerants, batteries, etc.

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 7.2.2 events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today
- 8.3.4 Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast)

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.1: Inspect, remove and replace bolted, bonded, and welded steel panel or panel assemblies

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?

Mathematics (continued)

- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.2: Determine the extent of damage to aluminum body panels; repair or replace in accordance with manufacturer’s specifications

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems

Mathematics (continued)

- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.3: Inspect, remove, replace, and align doors, tailgates, hatches, lift gates, latches, hinges and related hardware

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.4: Inspect, remove, replace, and align bumper bars, covers, reinforcement, guards, isolators, and mounting hardware

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides

Mathematics (continued)

- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.5: Inspect, remove, replace and align front fenders, headers, and other panels

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary

English/Language Arts (continued)

- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.6: Replace door skins according to manufacturer’s procedures

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound)
- 8.3.2 Explain the relationship between phases of matter and temperature
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.7: Restore sound deadeners and foam materials

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.8: Perform panel bonding according to manufacturer's specifications

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound)
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.9: Diagnose and repair water leaks, dust leaks, and wind noise

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.10: Determine the extent of direct and indirect damage and direction of impact; develop and document a repair plan

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems

Mathematics (continued)

- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- No existing North Dakota Science standard

Social Studies

- No existing North Dakota Social Studies standard

Health

- No existing North Dakota Health standard

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.11: Inspect, remove, replace and align hood, hood hinges, and hood latch

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.7 Add, subtract, multiply, and divide integers

Mathematics (continued)

- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.12: Inspect, remove, replace, and align deck lid, lid hinges, and lid latch

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.13: Straighten and rough-out contours of damaged panels to a suitable condition for body filling or metal finishing using power tools, hand tools, and weld-on pull attachments

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers

Mathematics (continued)

- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.14: Weld damaged or town steel body panels; repair broken welds

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade

English/Language Arts (continued)

- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 7.1.1 Use ratios and proportions to represent relationships
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 6.3.2 Use simple machines to change forces
- 6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound)
- 7.3.1 Explain how forms of energy can be transferred. (e.g., photosynthesis, metabolism, battery)
- 8.3.2 Explain the relationship between phases of matter and temperature
- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Classify changes in matter as physical or chemical
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 2: Outer body panel repairs, replacements, and adjustments
Competency 1.2.15: Restore corrosion protection

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 7.1.1 Use ratios and proportions to represent relationships
- 7.1.2 Explain and use percents greater than 100
- 8.1.2 Solve real-world problems involving ration, proportion, and percent

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 3: Metal finishing and body filling
Competency 1.3.1: Remove paint from the damaged area of a body panel

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 3: Metal finishing and body filling
Competency 1.3.2: Locate and reduce surface irregularities on a damaged body panel

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 3: Metal finishing and body filling
Competency 1.3.3: Demonstrate hammer and dolly techniques

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary

Science

- 6.3.2 Use simple machines to change forces
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.7 Use Newton’s Laws to describe the motion of an object
- 9-10.3.8 Describe the relationships between kinetic and potential energy in basic transformations (e.g., physical and chemical changes)
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.10 Apply the law of conservation of energy to a variety of situations
- 11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 3: Metal finishing and body filling
Competency 1.3.4: Heat shrink stretched panel areas to proper contour according to manufacturer's specifications

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations

Science

- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Classify changes in matter as physical or chemical
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 3: Metal finishing and body filling
Competency 1.3.5: Cold shrink stretched panel areas to proper contour

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.7 Use Newton's Laws to describe the motion of an object
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.10 Apply the law of conservation of energy to a variety of situations

Science (continued)

11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 3: Metal finishing and body filling
Competency 1.3.6: Mix body filler

English/Language Arts

6.1.1 Pose relevant research questions

6.4.4 Summarize key ideas of a speaker

7.2.4 Use prior knowledge and experiences to aid text comprehension

7.2.5 Read to be informed, entertained, and persuade

7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text

8.2.2 Use prior knowledge and experiences to aid text comprehension

9.2.14 Use decoding/encoding, connotation, and denotation

9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary

9.4.4 Engage in a group discussion

9.4.5 Use critical listening skills; i.e., reflection

12.2.8 Use technical language/jargon to decipher meaning

Mathematics

6.1.1 Pose relevant research questions

6.1.2 Explain and use whole number percents 1 to 100

6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents

6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?

6.4.4 Summarize key ideas of a speaker

7.1.1 Use ratios and proportions to represent relationships

7.1.2 Explain and use percents greater than 100

7.1.8 Solve real-world problems using integers, fractions, decimals, and percents

7.1.9 Estimate the results of problems involving fractions, decimals, and percents

7.1.10 Use proportions to solve problems

7.4.1 Estimate a measurement to the degree of precision that the tool provides

8.1.2 Solve real-world problems involving ration, proportion, and percent

8.1.7 Add, subtract, multiply, and divide integers

Mathematics (continued)

- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations
- 11-12.2.4 Formulate and revise explanations based upon scientific knowledge and experimental data

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today
- 8.3.4 Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast)

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 3: Metal finishing and body filling
Competency 1.3.7: Apply body filler; shape during curing

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 3: Metal finishing and body filling
Competency 1.3.8: Rough sand cured body filler to contour; finish sand

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 4: Introduction to movable glass and hardware
Competency 1.4.1: Inspect, adjust, repair or replace window regulators, run channels, glass, power mechanisms, and related controls

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Pose relevant research questions
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Summarize key ideas of a speaker
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 4: Introduction to movable glass and hardware
Competency 1.4.2: Diagnose and repair water leaks, dust leaks, and wind noises; inspect, repair, and replace weather-stripping

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 4: Introduction to movable glass and hardware
Competency 1.4.3: Inspect, repair or replace, and adjust removable, manually or power operated roof panel and hinges, latches, guides, handles, retainer, and controls of sunroofs

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.1: Weld and cut high-strength steel and other steels using manufacturer's specifications/procedures

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.3.2 Use simple machines to change forces
- 6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound)
- 7.3.1 Explain how forms of energy can be transferred. (e.g., photosynthesis, metabolism, battery)
- 8.3.2 Explain the relationship between phases of matter and temperature
- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Explain the relationship between phases of matter and temperature
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.2: Weld and cut aluminum using manufacturer's

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 7.1.1 Use ratios and proportions to represent relationships

Mathematics (continued)

- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 8.1.2 Solve real-world problems involving ratio, proportion, and percent
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 6.3.2 Use simple machines to change forces
- 6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound)
- 7.3.1 Explain how forms of energy can be transferred. (e.g., photosynthesis, metabolism, battery)
- 8.3.2 Explain the relationship between phases of matter and temperature
- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Explain the relationship between phases of matter and temperature
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.3: Perform visual and destructive tests on each weld type

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 7.1.1 Use ratios and proportions to represent relationships
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems

Mathematics (continued)

- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.4: Identify weldable and non-weldable materials used in collision repair

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity

Health

- No existing North Dakota Health standard

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.5: Determine the correct welder type, electrode, wire type, diameter, and gas to be used in a specific welding situation

English/Language Arts

6.1.1 Pose relevant research questions

6.4.4 Summarize key ideas of a speaker

7.2.4 Use prior knowledge and experiences to aid text comprehension

7.2.5 Read to be informed, entertained, and persuade

7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text

8.2.2 Use prior knowledge and experiences to aid text comprehension

9.2.14 Use decoding/encoding, connotation, and denotation

9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary

9.4.4 Engage in a group discussion

9.4.5 Use critical listening skills; i.e., reflection

12.2.8 Use technical language/jargon to decipher meaning

Mathematics

6.1.1 Use a fraction to represent parts of a whole, division, or a ratio

6.1.2 Explain and use whole number percents 1 to 100

6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents

6.1.4 Compare and order fractions, decimals, mixed numbers and integers

6.1.11 Add, subtract, multiply, and divide fractions

6.4.1 Measure length to the nearest sixteenth of an inch

6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?

6.4.3 Convert unit measurements within the same system (metric and standard)

6.4.4 Distinguish among perimeter, area, surface area, and volume

6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume

7.1.1 Use ratios and proportions to represent relationships

7.1.8 Solve real-world problems using integers, fractions, decimals, and percents

7.1.9 Estimate the results of problems involving fractions, decimals, and percents

7.1.10 Use proportions to solve problems

Mathematics (continued)

- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.5.6 Solve problems involving rates; i.e., speed equals distance divided by time (miles per hour)

Science

- 6.3.2 Use simple machines to change forces
- 6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound)
- 7.3.1 Explain how forms of energy can be transferred. (e.g., photosynthesis, metabolism, battery)
- 8.3.2 Explain the relationship between phases of matter and temperature
- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Explain the relationship between phases of matter and temperature
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- No existing North Dakota Social Studies standard

Health

- No existing North Dakota Health standard

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.6: Set up and adjust the GMAW (MIG) welder to “tune” for proper electrode stickout, voltage, polarity, flow rate, and wire-feed speed required for the material being welded

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.4 Compare and order fractions, decimals, mixed numbers and integers
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 7.1.1 Use ratios and proportions to represent relationships
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems

Mathematics (continued)

- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.5.6 Solve problems involving rates; i.e., speed equals distance divided by time (miles per hour)

Science

- 6.3.2 Use simple machines to change forces
- 6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound)
- 7.3.1 Explain how forms of energy can be transferred. (e.g., photosynthesis, metabolism, battery)
- 8.3.2 Explain the relationship between phases of matter and temperature
- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Explain the relationship between phases of matter and temperature
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.7: Store, handle, and install high-pressure gas cylinders

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.8: Determine work clamp (ground) location and attach

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- No existing North Dakota Science standard

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.9: Use the proper angle of the gun to the joint and direction of gun travel for the type of weld being made in the flat, horizontal, and vertical positions

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary

Science

- 6.3.2 Use simple machines to change forces
- 6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound)
- 7.3.1 Explain how forms of energy can be transferred. (e.g., photosynthesis, metabolism, battery)
- 8.3.2 Explain the relationship between phases of matter and temperature
- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Explain the relationship between phases of matter and temperature
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.10: Protect adjacent panels, glass, vehicle interior, etc. from welding and cutting operations

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.11: Protect computers and other electronic control modules during welding procedures according to manufacturer’s specifications

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.3.1 Explain how forms of energy can be transferred. (e.g., photosynthesis, metabolism, battery)
- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.12: Clean and prepare the metal to be welded, assure good metal fit-up, apply welding through primer if necessary, and clamp as required

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 7.1.1 Use ratios and proportions to represent relationships
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.13: Determine the joint type (butt weld with backing, lap, etc.) for weld being made according to manufacturer's/industry specifications

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary

Mathematics (continued)

- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 7.1.1 Use ratios and proportions to represent relationships
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- No existing North Dakota Health standard

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.14: Determine the type of weld (continuous, butt weld with backing, plug, etc.) for each specific welding operation according to manufacturer's /industry specifications

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 7.1.1 Use ratios and proportions to represent relationships
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides

Mathematics (continued)

- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 6.3.2 Use simple machines to change forces
- 6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound)
- 7.3.1 Explain how forms of energy can be transferred. (e.g., photosynthesis, metabolism, battery)
- 8.3.2 Explain the relationship between phases of matter and temperature
- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Explain the relationship between phases of matter and temperature
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- No existing North Dakota Social Studies standard

Health

- No existing North Dakota Health standard

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)

Topic 5: Non-structural metal welding and cutting of body components

Competency 1.5.15: Perform the following welds: continuous, stitch, tack, plug, butt weld with backing, and lap joints

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.2.1 Identify relationships between pairs of angles; i.e., adjacent, vertical, complementary, and supplementary
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.4 Distinguish among perimeter, area, surface area, and volume
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 7.1.1 Use ratios and proportions to represent relationships
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter

Science

- 6.3.2 Use simple machines to change forces
- 6.3.3 Identify different forms of energy (e.g., chemical, mechanical, heat, sound)
- 7.3.1 Explain how forms of energy can be transferred. (e.g., photosynthesis, metabolism, battery)
- 8.3.2 Explain the relationship between phases of matter and temperature
- 8.3.5 Identify when heat can be transferred by conduction, convection, or radiation.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Explain the relationship between phases of matter and temperature
- 11-12.3.8 Identify the principles and relationships influencing forces and motion (e.g., gravitational force, vectors, velocity, friction)
- 11-12.3.11 Explain how energy is related to physical changes of matter (e.g., phase changes, temperature changes)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.16: Identify the causes of various welding defects; make necessary adjustments

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- No existing North Dakota Health standard

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 5: Non-structural metal welding and cutting of body components
Competency 1.5.17: Identify the cause of contact tip burn-back and failure of wire to feed; make necessary adjustments

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 6: Introduction to plastics and adhesives
Competency 1.6.1: Identify the types of plastics; determine repairability

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 8.3.4 Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast)

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 6: Introduction to plastics and adhesives
Competency 1.6.2: Identify the types of plastics repair procedures; clean and prepare the surface of plastic parts

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Classify changes in matter as physical or chemical
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 8.3.4 Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast)

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 6: Introduction to plastics and adhesives
Competency 1.6.3: Replace or repair rigid, semi-rigid, and flexible plastic panels according to manufacturer's/industry specifications

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Classify changes in matter as physical or chemical
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 6: Introduction to plastics and adhesives
Competency 1.6.4: Remove or repair damaged areas from rigid exterior sheet-molded compound (SMC) panels

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Classify changes in matter as physical or chemical
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 1: Non-Structural Analysis and Damage Repair (Body Components)
Topic 6: Introduction to plastics and adhesives
Competency 1.6.5: Replace bonded sheet-molded compound (SMC) body panels; straighten or align panel supports

English/Language Arts

- 6.1.1 Pose relevant research questions
- 6.4.4 Summarize key ideas of a speaker
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuade
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids– dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.14 Use decoding/encoding, connotation, and denotation
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.2 Classify changes in matter as physical or chemical
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health Crosswalk for Competency 1.1.1 on pages 1-3

Standard 2: Painting and Refinishing
Topic 1: Safety Precautions
Competency 2.1.1: Identify and take the necessary precautions with hazardous operations and materials according to federal, state, and local regulations

English/Language Arts

- 6.4.4 Summarize key ideas of a speaker
- 7.2.5 Read to be informed, entertained, and persuaded
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.5 Locate redundancies in written texts to clarify meaning
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.4.3 Formulate questions in response to a verbal message
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.6.1 Identify ways in which technology has influenced the course of history and improved the quality of life
- 7.6.2 Identify technologies (e.g., communication, agriculture, information processing, transportation) that are influenced by societies
- 7.6.3 Identify intended benefits and unintended consequences that result from the development and use of technologies
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 11-12.7.1 Explain the impact of environmental laws and policies on the environment and society (e.g., waste/pollutants from industry, carbon dioxide emissions, location and number of animals in a feedlot versus water supply)

Social Studies

7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today

Health

- 6.2.5 Identify personal risks associated with harmful chemicals and drugs (e.g., accidents, addiction, depression, overdose)
- 6.4.1 Describe social skills for building and maintaining positive relationships at school, work and home (e.g., positive communication, cooperation, respect)
- 6.5.1 Develop goals to sustain or improve personal health practices
- 6.6.1 Identify situations that require professional health services (e.g., depression, eating disorders, drug or alcohol usage)
- 7-8.2.9 Describe ways to reduce or prevent injuries (e.g., water safety, the use of appropriate safety equipment, obeying laws and procedures, understanding basic first aid)
- 7-8.2.10 Describe personal risks associated with harmful chemicals and drugs (e.g., addiction, depression, withdrawal, loss of control, driving under the influence, overdose, death)
- 7-8.4.1 Describe effective verbal and nonverbal communication skills to enhance health (e.g., passive, assertive and aggressive behaviors)
- 7-8.5.1 Identify ways in which personal health goals can be influenced by abilities, priorities, and responsibilities (e.g., maturation, peers, values, and family)
- 7-8.5.2 Identify the steps (e.g., clarify, consider, choose) of the decision-making process (e.g., going to a game or doing your homework)
- 9-12.2.1 Assess healthy versus unhealthy behaviors and their relationships to health promotion and disease prevention (e.g., active lifestyle vs. sedentary lifestyle, healthy diet vs. fad diets)
- 9-12.2.2 Apply strategies for enhancing personal health (e.g., self-discipline, commitment, perseverance, support)
- 9-12.2.7 Describe strategies for enhancing health and safety at home, in the community, and in the workplace (e.g., making an emergency evacuation plan for the home, locating and using an Automated External Defibrillator in the community, identifying proper lifting techniques for heavy objects, CPR/first aid training)
- 9-12.3.4 Evaluate how a physical environment influences the health of individuals and the community (e.g., the application of pesticides and herbicides on agricultural products; environmental issues that affect the water supply and nutritional quality of food)
- 9-12.4.1 Demonstrate effective verbal and nonverbal communication skills to enhance health
- 9-12.5.2 Assess the personal life-long plan to address individual strengths, needs, and risks and monitor progress toward the goal
- 9-12.6.2 Describe resources (e.g., reputable internet sites such as Centers for Disease Control, Attorney General, and National Institute of Health, Chamber of Commerce, or public health organizations) to access valid and reliable health information, products, and services both in and outside of the community

Standard 2: Painting and Refinishing
Topic 1: Safety Precautions
Competency: 2.1.2: Identify safety and personal health hazards according to OSHA guidelines and the “Right to Know Law”

English/Language Arts

- 6.4.4 Summarize key ideas of a speaker
- 7.2.5 Read to be informed, entertained, and persuaded
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.5 Locate redundancies in written texts to clarify meaning
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.4.3 Formulate questions in response to a verbal message
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.6.1 Identify ways in which technology has influenced the course of history and improved the quality of life
- 7.6.2 Identify technologies (e.g., communication, agriculture, information processing, transportation) that are influenced by societies
- 7.6.3 Identify intended benefits and unintended consequences that result from the development and use of technologies
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 11-12.7.1 Explain the impact of environmental laws and policies on the environment and society (e.g., waste/pollutants from industry, carbon dioxide emissions, location and number of animals in a feedlot versus water supply)

Social Studies

- 6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity
- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today
- 8.3.4 Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast)

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 1: Safety Precautions
Competency 2.1.3: Inspect spray environment to ensure compliance with federal, state and local regulations, and for safety and cleanliness hazards

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.6.1 Identify ways in which technology has influenced the course of history and improved the quality of life
- 7.6.2 Identify technologies (e.g., communication, agriculture, information processing, transportation) that are influenced by societies
- 7.6.3 Identify intended benefits and unintended consequences that result from the development and use of technologies
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 11-12.7.1 Explain the impact of environmental laws and policies on the environment and society (e.g., waste/pollutants from industry, carbon dioxide emissions, location and number of animals in a feedlot versus water supply)

Social Studies

- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 1: Safety Precautions
Competency 2.1.4: Select and use the NIOSH approved personal sanding respirator. Inspect condition and ensure fit and operation. Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.6.1 Identify ways in which technology has influenced the course of history and improved the quality of life
- 7.6.2 Identify technologies (e.g., communication, agriculture, information processing, transportation) that are influenced by societies
- 7.6.3 Identify intended benefits and unintended consequences that result from the development and use of technologies
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 11-12.7.1 Explain the impact of environmental laws and policies on the environment and society (e.g., waste/pollutants from industry, carbon dioxide emissions, location and number of animals in a feedlot versus water supply)

Social Studies

- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 1: Safety Precautions
Competency 2.1.5: Select and use the NIOSH approved (Fresh Air Make-up System) personal painting/refinishing respirator system. Perform proper maintenance in accordance with OSHA Regulation 1910.134 and applicable state and local regulation

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.6.1 Identify ways in which technology has influenced the course of history and improved the quality of life
- 7.6.2 Identify technologies (e.g., communication, agriculture, information processing, transportation) that are influenced by societies
- 7.6.3 Identify intended benefits and unintended consequences that result from the development and use of technologies
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 11-12.7.1 Explain the impact of environmental laws and policies on the environment and society (e.g., waste/pollutants from industry, carbon dioxide emissions, location and number of animals in a feedlot versus water supply)

Social Studies

- 7.2.2 Describe events and issues (e.g., natural resources, energy resources, wars/conflicts, religion) affecting the world today
- 8.3.4 Describe factors (e.g., climate, population, tax laws, natural resources) governing economic decision making in North Dakota and other regions (e.g., Midwest, Southeast)

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 1: Safety Precautions
Competency 2.1.6: Select and use the proper personal safety equipment for surface preparation, spray gun and related equipment operation, paint mixing, matching an application, paint defects, and detailing (gloves, suits, hoods, eye and ear protection, etc.)

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.6.1 Identify ways in which technology has influenced the course of history and improved the quality of life
- 7.6.2 Identify technologies (e.g., communication, agriculture, information processing, transportation) that are influenced by societies
- 7.6.3 Identify intended benefits and unintended consequences that result from the development and use of technologies
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease.
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 11-12.7.1 Explain the impact of environmental laws and policies on the environment and society (e.g., waste/pollutants from industry, carbon dioxide emissions, location and number of animals in a feedlot versus water supply)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.1: Inspect, remove, store, and replace exterior trim and components necessary for proper surface preparation

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- 6.1.1 Use a fraction to represent parts of a whole, division, or a ratio
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.1.10 Multiply and divide decimals
- 6.1.11 Add, subtract, multiply, and divide fractions
- 6.1.13 Use problem solving strategies to solve and verify the results of problems
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.4.1 Measure length to the nearest sixteenth of an inch
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 7.1.5 Explain the effects of arithmetic operations on fractions, decimals, and integers
- 7.1.6 Use order of operations (i.e., parentheses and operations) to simplify numeric expressions
- 7.1.7 Add, subtract, multiply, and divide fractions and terminating decimals
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.1.6 Apply the order of operations to simplify numeric expressions and solve problems
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it

Mathematics (continued)

- 9-10.3.4 Determine the number of possible outcomes for a given event, using appropriate counting techniques; e.g., fundamental counting principle, factorials, combinations, permutations
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations
- 9-10.5.4 Perform the operations of addition, subtraction, multiplication, and division on algebraic functions; e.g., given $f(x) = 2x$ and $g(x) = 5x - 7$, find $f(x) + g(x)$
- 11-12.3.2 Make predictions based on theoretical probabilities and experimental results

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.2: Soap and water wash entire vehicle; use appropriate cleaner to remove contaminants

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.3: Inspect and identify substrate, type of finish, surface condition, and film thickness; develop and document a plan for refinishing using a total product system

English/Language Arts

- 6.3.1 Produce informative writing; e.g., research-based report, instructions
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 10.3.1 Write expository texts including research papers

Mathematics

- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.7 Explain the effects of arithmetic operations on fractions and decimals
- 6.3.1 Collect and organize data, select and use an appropriate display; i.e., a frequency table, a line and bar graph
- 6.3.2 Count possible outcomes using lists
- 6.3.6 Make predictions based on trends identified in tables and graphs
- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.3.1 Formulate a question; collect, organize, and display data using a bar, line, and circle graph
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it
- 9-10.3.4 Determine the number of possible outcomes for a given event, using appropriate counting techniques; e.g., fundamental counting principle, factorials, combinations, permutations
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations
- 11-12.3.2 Make predictions based on theoretical probabilities and experimental results

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.4: Remove paint finish

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.5: Dry or wet sand areas to be refinished

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.6: Featheredge damaged areas to be refinished

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.7: Apply suitable metal treatment or primer in accordance with total product systems

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.8: Mask and protect other areas that will not be refinished

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.9: Mix primer, primer-surface or prime-sealer

English/Language Arts

- 7.2.3 Generate and revise predictions to aid comprehension and understanding of the meaning of texts
- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 9.2.7 Access prior knowledge to interpret meaning
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals
- 6.3.2 Count possible outcomes using lists
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume

Mathematics (continued)

- 7.1.1 Use ratios and proportions to represent relationships
- 7.1.2 Explain and use percents greater than 100
- 7.1.6 Use order of operations (i.e., parentheses and operations) to simplify numeric expressions
- 7.1.8 Solve real-world problems using integers, fractions, decimals, and percents
- 7.1.9 Estimate the results of problems involving fractions, decimals, and percents
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.1.6 Apply the order of operations to simplify numeric expressions and solve problems
- 8.1.7 Add, subtract, multiply, and divide integers
- 8.1.8 Select and use a computational technique (e.g., mental calculation, paper-and-pencil, technology) to solve problems
- 8.1.9 Determine when an estimate is sufficient and an exact answer is needed in problem situations
- 8.3.4 Distinguish between experimental and theoretical probability; i.e., the results of an experiment may not match the theoretical probability
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 8.5.6 Solve problems involving rates; i.e., speed equals distance divided by time (miles per hour)
- 9-10.1.8 Apply estimation skills to predict realistic solutions to problems
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.1.10 Explain the reasonableness of a problem's solution and the process used to obtain it
- 9-10.3.4 Determine the number of possible outcomes for a given event, using appropriate counting techniques; e.g., fundamental counting principle, factorials, combinations, permutations
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.3 Use approximations to compare the standard and metric systems of measurement; e.g., a five-kilometer race is about three miles long
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations
- 11-12.3.2 Make predictions based on theoretical probabilities and experimental results

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.2.8 Analyze data found in tables, charts, and graphs to formulate conclusions
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 11-12.2.2 Select and use appropriate instruments, measuring tools, and units of measure to improve scientific investigations
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.10: Apply primer onto surface of repaired area

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.11: Apply two-component finishing filler to minor surface imperfections

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 11-12.2.2 Select and use appropriate instruments, measuring tools, and units of measure to improve scientific investigations

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.12: Dry or wet sand area to which primer-surfacer has been applied

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.13: Dry sand area to which two-component finishing filler has been applied

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.14: Remove dust from area to be refinished, including cracks or molding or adjacent areas

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.15: Clean area to be refinished using a final cleaning solution

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.16: Remove, with a tack rag, any dust or lint particles from the area to be refinished

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.17: Apply suitable sealer to the area being refinished when sealing is needed or desirable

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.18: Scuff sand to remove nibs or imperfections from a sealer

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.19: Apply stone chip resistance coating

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.20: Restore corrosion-resistant coatings, caulking, and seam sealers to repaired areas

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.21: Prepared adjacent panels for blending

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.22: Identify the types of rigid, semi-rigid or flexible plastic parts to be refinished; determine the materials, preparation, and refinishing procedures

English/Language Arts

- 6.4.4 Summarize key ideas of a speaker
- 7.2.5 Read to be informed, entertained, and persuaded
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.5 Locate redundancies in written texts to clarify meaning
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.4.3 Formulate questions in response to a verbal message
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 2: Surface Preparation
Competency 2.2.23: Identify aluminum parts to be refinished; determine the materials, preparation, and refinishing procedures

English/Language Arts

- 6.4.4 Summarize key ideas of a speaker
- 7.2.5 Read to be informed, entertained, and persuaded
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.5 Locate redundancies in written texts to clarify meaning
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.4.3 Formulate questions in response to a verbal message
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 3: Spray Gun and Related Equipment Procedures
Competency 2.3.1: Inspect, clean, and determine condition of spray guns and related equipment (air hoses, regulators, air lines, air source, and spray environment)

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 11-12.7.1 Explain the impact of environmental laws and policies on the environment and society (e.g., waste/pollutants from industry, carbon dioxide emissions, location and number of animals in a feedlot versus water supply)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 3: Spray Gun and Related Equipment Procedures
Competency 2.3.2: Check and adjust spray gun operation for HVLP (high volume, low pressure) or LVLP (low volume, low pressure) guns

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.5.6 Solve problems involving rates; i.e., speed equals distance divided by time (miles per hour)
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 3: Spray Gun and Related Equipment Procedures
Competency 2.3.3: Set-up (fluid needle, nozzle, and cap), adjust, and test spray gun using fluid, air, and pattern control valves

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.5.6 Solve problems involving rates; i.e., speed equals distance divided by time (miles per hour)
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.1: Identify the types of rigid, semi-rigid or flexible plastic parts to be refinished; determine the materials, preparation, and refinishing procedures

English/Language Arts

- 6.4.4 Summarize key ideas of a speaker
- 7.2.5 Read to be informed, entertained, and persuaded
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.5 Locate redundancies in written texts to clarify meaning
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.4.3 Formulate questions in response to a verbal message
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.1.2 Explain and use whole number percents 1 to 100
- 6.1.3 Find the equivalent forms among fractions, decimals, and whole number percents
- 6.1.6 Use rules to determine divisibility by 2, 3, 5, 6, 9, and 10
- 6.1.14 Estimate the results of problems involving whole numbers, fractions, and decimals

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.2: Refinish rigid, semi-rigid, and flexible plastic parts

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.3: Apply multi-stage (tricoat) coats for panel blending or overall refinishing

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

6.3.3 Describe how advances in technology (e.g., irrigation, development of tools, specialization) impacted productivity

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.4: Identify poor hiding colors; determine necessary action

English/Language Arts

7.2.4 Use prior knowledge and experiences to aid text comprehension

7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text

7.3.1 Produce research-based writing; e.g., news article, book reports, essay

8.2.2 Use prior knowledge and experiences to aid text comprehension

8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology

7.2.5 Read to be informed, entertained, and persuaded

9.2.4 Identify persuasive writing

9.2.7 Access prior knowledge to interpret meaning

9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary

10.3.1 Write expository texts including research papers

11.2.6 Apply prior knowledge of content to interpret meaning of text

12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.5: Tint color using formula to achieve a blendable match

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.4.2 Select an appropriate unit of measure; e.g., What unit do you use to measure a person's height?
- 6.4.3 Convert unit measurements within the same system (metric and standard)
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 7.1.1 Use ratios and proportions to represent relationships
- 7.1.10 Use proportions to solve problems
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 7.4.2 Convert unit measurements within the same system (metric and standard) when solving problems
- 7.4.3 Select the appropriate measure of perimeter, area, surface area, or volume to solve a problem
- 7.4.4 Select and use appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 8.1.2 Solve real-world problems involving ration, proportion, and percent
- 8.3.4 Distinguish between experimental and theoretical probability; i.e., the results of an experiment may not match the theoretical probability
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 8.4.2 Compare unit measurements between systems, e.g., a yard is almost a meter
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.10 Explain the reasonableness of a problem's solution and the process used to obtain it

Mathematics (continued)

- 9-10.1.11 Add, subtract, and perform scalar multiplication on matrices
- 9-10.3.4 Determine the number of possible outcomes for a given event, using appropriate counting techniques; e.g., fundamental counting principle, factorials, combinations, permutations
- 9-10.4.1 Select appropriate units and scales for problem situations involving measurement
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations
- 9-10.4.6 Employ estimation techniques to evaluate reasonableness of results in measurement situations
- 11-12.3.2 Make predictions based on theoretical probabilities and experimental results

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 11-12.2.2 Select and use appropriate instruments, measuring tools, and units of measure to improve scientific investigations
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.6: Identify alternative color formula to achieve a blendable match

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 11-12.2.2 Select and use appropriate instruments, measuring tools, and units of measure to improve scientific investigations
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.7: Determine type and color of paint already on vehicle by manufacturer's vehicle information label

English/Language Arts

7.2.4 Use prior knowledge and experiences to aid text comprehension

7.2.5 Read to be informed, entertained, and persuaded

7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text

8.2.1 Compare or contrast characteristics of fiction and nonfiction genres

8.2.2 Use prior knowledge and experiences to aid text comprehension

9.2.7 Access prior knowledge to interpret meaning

9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary

11.2.6 Apply prior knowledge of content to interpret meaning of text

12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.8: Shake, stir, reduce, catalyze/activate, and strain paint

English/Language Arts

- 6.4.4 Summarize key ideas of a speaker
- 7.2.5 Read to be informed, entertained, and persuaded
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.5 Locate redundancies in written texts to clarify meaning
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.4.3 Formulate questions in response to a verbal message
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.2.8 Analyze data found in tables, charts, and graphs to formulate conclusions
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 11-12.2.2 Select and use appropriate instruments, measuring tools, and units of measure to improve scientific investigations
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.9: Apply finish using appropriate spray techniques (gun arc, gun angle, gun distance, gun speed, and spray pattern overlap) for the finish being applied

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.10: Apply selected product on test and let-down panel; check for color match

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)

7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)

Science (continued)

- 11-12.2.2 Select and use appropriate instruments, measuring tools, and units of measure to improve scientific investigations
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.11: Apply single stage topcoat

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.12: Apply basecoat/clearcoat for panel blending or partial refinishing

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.13: Apply basecoat/clearcoat for overall refinishing

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.14: De-nib, buff, and polish finishes where necessary

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 4: Paint Mixing, Matching, and Applying
Competency 2.4.15: Identify and mix paint using a formula

English/Language Arts

- 6.4.4 Summarize key ideas of a speaker
- 7.2.5 Read to be informed, entertained, and persuaded
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.5 Locate redundancies in written texts to clarify meaning
- 9.4.4 Engage in a group discussion
- 9.4.5 Use critical listening skills; i.e., reflection
- 9.5.2 Access media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes
- 10.4.3 Formulate questions in response to a verbal message
- 10.5.2 Use media (e.g., television, film, music, electronic databases, videos, DVDs, comics, visual and performing arts, newspapers, and periodicals) for a variety of purposes

English/Language Arts (continued)

12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 6.7.2 Explain how recycling and conservation affect populations, resources, and the environment
- 7.7.1 Explain how science affects personal health (e.g., injury prevention, immunization, organ transplant, medical scanning devices)
- 7.7.2 Identify the factors (e.g., pollution, heredity, diet, virus, bacteria, parasite) that may result in disease
- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.2.8 Analyze data found in tables, charts, and graphs to formulate conclusions
- 9-10.3.5 Identify the reactants and products in a chemical reaction
- 9-10.3.6 Distinguish between balanced and unbalanced chemical equations
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 11-12.2.2 Select and use appropriate instruments, measuring tools, and units of measure to improve scientific investigations
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.1: Identify blistering (raising or the paint surface); determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning Mathematics

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.2: Identify blushing (milky or hazy formation); determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning Mathematics

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.3: Identify a dry spray appearance in the paint surface; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning Mathematics

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.4: Identify the presence of fish-eyes (crater-like openings) in the finish; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.5: Identify lifting; determine the cause(s) and correct the condition7

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.6: Identify clouding (mottling and streaking in metallic finishes); determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.7: Identify orange peel; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.8: Identify overspray; determine the cause(s) and correct the condition7

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.9: Identify solvent popping in freshly painted surface; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.10: Identify sags and runs in paint surface; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.11: Identify the sanding marks (sandscratch swelling); determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.12: Identify contour mapping (shrinking and splitting) while finish is drying; determine the cause(s) and correct the condition⁷

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.13: Identify the color difference (off-shade); determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.14: Identify tape tracking; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.15: Identify low gloss condition; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.16: Identify poor adhesion; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.17: Identify paint cracking (crowsfeet or line-checking, micro-checking, etc.); determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.18: Identify corrosion; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.19: Identify dirt or dust in the paint surface; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.20: Identify water spotting

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 7.2.5 Read to be informed, entertained, and persuaded
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.21: Identify finish damage caused by bird droppings, tree sap, and other natural causes; correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuaded
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.22: Identify finish damage caused by airborne contaminants (acids, soot, and other industrial-related causes); correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuaded
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.23: Identify die-back conditions (dulling of the paint film showing haziness); determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuaded
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.24: Identify chalking (oxidation); determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuaded
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.25: Identify bleed-through (staining); determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuaded
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology

- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.26: Identify pin-holing; determine the cause(s) and correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuaded
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.27: Identify buffing-related imperfections (swirl marks, wheel burns); correct the condition

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuaded
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.28: Identify pigment flotation (color change through film build); determine the cause(s) and correct the condition⁷

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuaded
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- No existing North Dakota Mathematics standard

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 9-10.6.2 Explain how scientific principles have been used to create common technologies (e.g., household appliances, automotive parts, agricultural equipment, textiles, fabrics, computers, Internet resources, CD-ROMs)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 5: Paint Defects - Causes and Cures
Competency 2.5.29: Measure mil thickness

English/Language Arts

- 7.2.4 Use prior knowledge and experiences to aid text comprehension
- 7.2.5 Read to be informed, entertained, and persuaded
- 7.2.11 Use vocabulary building skills and strategies; e.g., synonyms/antonyms, prefixes/suffixes, analogies, multiple meaning words context clues, word reference aids – dictionary, glossary, thesaurus to determine the meaning of unfamiliar words and make sense of text
- 7.3.1 Produce research-based writing; e.g., news article, book reports, essay
- 8.2.2 Use prior knowledge and experiences to aid text comprehension
- 8.2.10 Build vocabulary; e.g., Greek and Latin roots, dictionary information, content area terminology
- 9.2.4 Identify persuasive writing
- 9.2.7 Access prior knowledge to interpret meaning
- 9.2.15 Build vocabulary by reading a variety of grade-level texts and applying new vocabulary
- 10.3.1 Write expository texts including research papers
- 11.2.6 Apply prior knowledge of content to interpret meaning of text
- 12.2.8 Use technical language/jargon to decipher meaning

Mathematics

- 6.3.1 Collect and organize data, select and use an appropriate display; i.e., a frequency table, a line and bar graph
- 6.4.5 Select appropriate tools and units to determine the measurements needed for calculating perimeter, circumference, area, surface area, and volume
- 7.4.1 Estimate a measurement to the degree of precision that the tool provides
- 8.4.1 Select an appropriate degree of precision when using measurements for calculations
- 9-10.1.9 Select and use a computational technique (i.e., mental calculation, paper-and-pencil, or technology) to solve problems involving real numbers
- 9-10.4.5 Use methods necessary to achieve a specified degree of precision and accuracy (i.e., appropriate number of significant digits) in measurement situations

Science

- 9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)
- 9-10.6.1 Use appropriate technologies and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills)
- 11-12.2.2 Select and use appropriate instruments, measuring tools, and units of measure to improve scientific investigations
- 11-12.2.4 Formulate and revise explanations based upon scientific knowledge and experimental data
- 11-12.6.1 Select and use appropriate technologies, tools, and techniques to solve a problem (e.g., computer-assisted tools, Internet, research skills, CBL, graphing calculators)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 6: Final Detail
Competency 2.6.1: Apply decals, transfers, tapes, woodgrains, pinstripes (painted and taped), etc.

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 6: Final Detail
Competency 2.6.2: Buff and polish finish to remove defects as required

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

8.3.5 Identify when heat can be transferred by conduction, convection, or radiation

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 6: Final Detail
Competency 2.6.3: Clean interior, exterior, and glass

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 6: Final Detail
Competency 2.6.4: Clean body openings (door jambs & edges, etc.)

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1

Standard 2: Painting and Refinishing
Topic 6: Final Detail
Competency 2.6.5: Remove overspray

English/Language Arts

- No existing North Dakota English/Language Arts standard

Mathematics

- No existing North Dakota Mathematics standard

Science

9-10.2.2 Use appropriate safety equipment and precautions during investigations (e.g., goggles, apron, eye wash station)

Social Studies

- No existing North Dakota Social Studies standard

Health

- See Health crosswalk for competency 2.1.1