

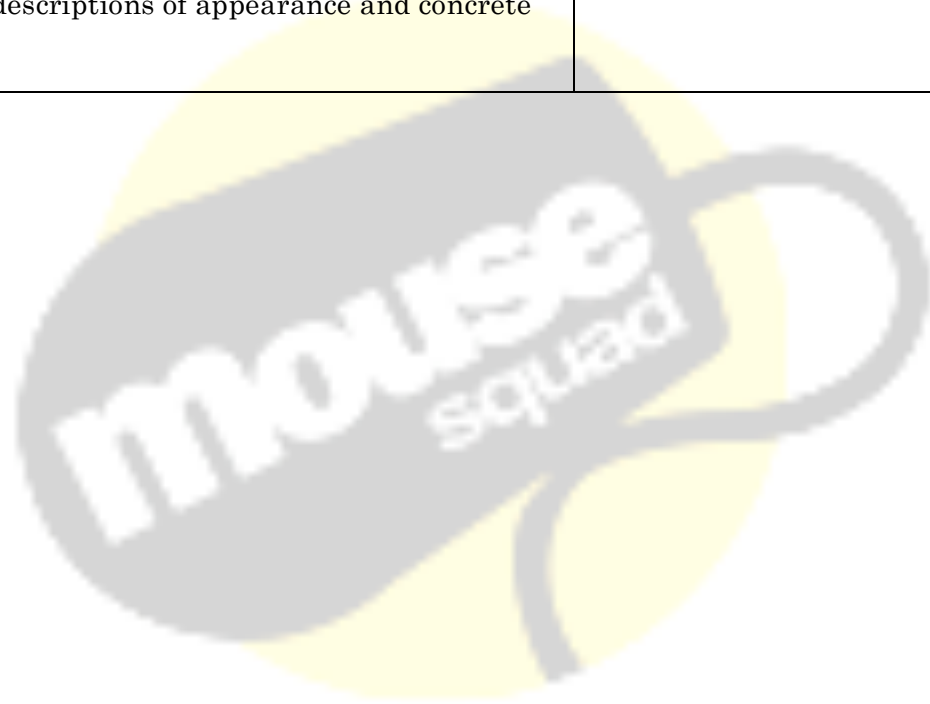
## MOUSE Squad Curriculum Correlation with the California High School Content Standards

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>English Language Arts: Grades 9 – 10</b>		
<p><b>I. Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.1 Identify and use the literal and figurative meaning of words and understand word derivations</p> <p>1.2 Distinguish between the denotative and connotative meanings of words and interpret the connotative power of words</p> <p><i>*Lesson example: Terms like “hacking” and “bug” are defined and used in MSCA curriculum.</i></p>	<ul style="list-style-type: none"> <li>• Gain proficiency in the use of a variety of technology applications including databases, spreadsheets, presentation software, and the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
<p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.1 Analyze the structure and format of functional workplace documents, including the graphics and headers.</p> <p>2.3 Generate relevant questions about readings on issues that can be researched.</p> <p>2.6 Demonstrate use of sophisticated learning tools by following technical directions (e.g. those found with graphic calculators and specialized software programs and in access guides to World Wide Web sites on the Internet).</p> <p>2.7 Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</p>	<ul style="list-style-type: none"> <li>• Read technical information (online and print-based) to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Use MOUSE Squad Ticket Tracking System to manage technical services, and to identify and analyze trends within school technical support needs.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Use online knowledge bases, forums, and other web resources to efficiently find solutions to technical problems.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
<p><b>3.0 Literary Response and Analysis</b></p> <p>3.5 Compare works that express a universal theme and provide</p>	<ul style="list-style-type: none"> <li>• Be able to identify and explain the functions of basic internal</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>English Language Arts: Grades 9 – 10</b>		
<p>evidence to support the ideas expressed in each work.</p> <p><b>3.8</b> Interpret and evaluate the impact of ambiguities, subtleties, contradictions, ironies, and incongruities in a text.</p> <p><i><b>*Lesson Example: When discussing internet research, it is important that students evaluate which sites are valid and relevant.</b></i></p>	<p>and external computer components.</p> <ul style="list-style-type: none"> <li>• Be able to develop troubleshooting flowcharts to aid in targeting resolving common technical problems.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 3, 6, 7</li> </ul>
<p><b>II. Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p><b>1.8</b> Design and publish documents by using advanced publishing software and graphic programs.</p> <p><b>1.9</b> Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p><b>2.0 Writing Applications</b></p> <p><b>2.1</b> Write narratives:</p> <p>a. Relate a sequence of events</p> <p>e. Make effective use of descriptions of appearance and images.</p> <p><b>2.3</b> Write expository compositions:</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps and graphs.</p> <p>f. Use technical terms and notations accurately.</p> <p><b>2.5</b> Write business letters:</p> <p>a. Provide clear and purposeful information and address the</p>	<ul style="list-style-type: none"> <li>• Create reports using MOUSE Squad data, use software applications to communicate information related to the school's technology environment.</li> <li>• Use MOUSE Squad data to make informed decisions about hardware and software deployment.</li> <li>• Be able to demonstrate the use of the MOUSE Squad ticket filing system.</li> <li>• Be able to identify and explain the differences between an industry help desk and the MOUSE Squad help desk.</li> <li>• Communicates well with others in such capacities as: helping teachers and students</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>• 1, 2, 4, 5, 9, 10</li> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>• 1, 2, 3, 4, 9, 10</li> <li>• 1, 2, 3, 4, 9, 10</li> </ul>

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
English Language Arts: Grades 9 – 10		
<p>intended audience appropriately.</p> <p>b. Use appropriate vocabulary, tone, and style.</p> <p>c. Highlight the central ideas or images.</p> <p>d. Follow a conventional style with page formats, fonts and spacing that contribute to the documents' readability and impact.</p> <p><b>2.6</b> Write technical documents:</p> <p>a. Report information and convey ideas logically and correctly.</p> <p>b. Offer detailed and accurate specifications.</p> <p>c. Include scenarios, definitions, and examples to aid comprehension (e.g. troubleshooting guides)</p> <p><i><b>*Lesson Example: Students in the MOUSE program are corresponding to clients both in written and oral form.</b></i></p>	<p>learn how to operate computers correctly; showing them how to correct 'user error'; and updating clients as to the status of a ticket request.</p>	
	<ul style="list-style-type: none"> <li>• Use network technology to share knowledge and resources between MOUSE Squads.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 9, 10</li> </ul>
<p><b>III. <u>Written and Oral English Language Conventions</u></b></p>	<ul style="list-style-type: none"> <li>• Be able to explain the benefits of the MOUSE Squad program for individuals and schools.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 9, 10</li> </ul>
<p><b>1.0 <i>Written and Oral English Language Conventions</i></b></p>	<ul style="list-style-type: none"> <li>• Gives clear directions and can teach others how to perform technical tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 9, 10</li> </ul>
<p><b>1.3</b> Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure.</p>		
<p><b>1.4</b> Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.</p>	<ul style="list-style-type: none"> <li>• Gain first hand knowledge of the impact of irresponsible uses of technology resources.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 3, 7, 8, 9</li> </ul>
<p><b>IV. <u>Listening and Speaking</u></b></p>		
<p><b>1.0 <i>Listening and Speaking Strategies</i></b></p>		
<p><b>1.7</b> Use props, visual aids, graphs, and electronic media to enhance the appeal and accuracy of presentations.</p>		
<p><b>2.0 <i>Speaking Applications</i></b></p>		
<p><b>2.2</b> Deliver expository presentations:</p>		
<p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p>		
<p>d. Include visual aids by employing appropriate technology</p>		

<b>CA Content Standards: High School</b>	<b>MOUSE Squad Technician Tasks</b>	<b>Module No.</b>
<b>English Language Arts: Grades 9 – 10</b>		
<p><b>2.3</b> Compile and report responses.</p> <p><b>2.6</b> Use effective, factual descriptions of appearance and concrete images.</p>		



MOUSE Squad of California

## MOUSE Squad Curriculum Correlation with the California High School Content Standards

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>English Language Arts: Grades 11 – 12</b>		
<p><b>I. Reading</b></p> <p><b>1.0 Word Analysis, Fluency, and Systematic Vocabulary Development</b></p> <p>1.2 Apply knowledge of Greek, Latin, and Anglo-Saxon roots and affixed to draw inferences concerning the meaning of scientific and mathematical technology.</p> <p><i>*Lesson Example: A lot of the terminologies used in the MOUSE curriculum have Greek, Latin and Anglo-Saxon roots.</i></p>	<ul style="list-style-type: none"> <li>Be able to identify and test cable connections, configure Internet browsers for Internet connection, and install and remove various internal components.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
<p><b>2.0 Reading Comprehension (Focus on Informational Materials)</b></p> <p>2.3 Verify and clarify facts presented in other types of expository texts by using a variety of consumer, workplace and public documents.</p>	<ul style="list-style-type: none"> <li>Gain proficiency in the use of a variety of technology applications including databases, spreadsheets, presentation software, and the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
<p><b>3.0 Literary Response and Analysis</b></p> <p>3.2 Analyze the way in which the theme or meaning of a selection represents a view or comment on life, using textual evidence to support the claim.</p>	<ul style="list-style-type: none"> <li>Read technical information (online and print-based) to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
<p><b>II. Writing</b></p> <p><b>1.0 Writing Strategies</b></p> <p>1.3 Structure ideas and arguments in a sustained, persuasive, and sophisticated way and support them with precise and relevant examples.</p> <p>1.5 Use language in natural, fresh, and vivid ways to establish a</p>	<ul style="list-style-type: none"> <li>Use MOUSE Squad Ticket Tracking System to manage technical services, and to identify and analyze trends within school technical support needs.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>Use online knowledge bases,</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6,</li> </ul>

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
English Language Arts: Grades 11 – 12		
<p>specific tone.</p> <p><b>1.6</b> Develop presentations by using clear research questions and creative and critical research strategies (e.g. electronic sources)</p> <p><b>1.7</b> Use systematic strategies to organize and record information.</p> <p><b>1.8</b> Integrate databases, graphics and spreadsheets into word-processed documents.</p> <p><b>2.0 Writing Applications</b></p> <p><b>2.1</b> Write narratives:</p> <p>a. Narrate a sequence of events.</p> <p>e. Make effective use of descriptions of appearance and images.</p> <p><b>2.2</b> Write responses to literature:</p> <p>a. Demonstrate a comprehensive understanding of the significant ideas in works or passages.</p> <p>b. Analyze the use of imagery, language, universal themes, and unique aspects of the text.</p> <p>c. Support important ideas and viewpoints through accurate and detailed references to the text and to other works.</p> <p><b>2.4</b> Write historical investigation reports:</p> <p>c. Explain the perceived reason or reasons for the similarities and differences in historical records with information derived from primary and secondary sources to support or enhance the presentation.</p> <p>d. Include information from all relevant perspectives and take into consideration the validity and reliability of sources.</p> <p><b><u>*Lesson Example: Tracing the history and prior reports before the problem occurred could help provide immediate solution.</u></b></p>	<p>forums, and other web resources to efficiently find solutions to technical problems.</p> <ul style="list-style-type: none"> <li>• Be able to identify and explain the functions of basic internal and external computer components.</li> <li>• Be able to develop troubleshooting flowcharts to aid in targeting and resolving common technical problems.</li> <li>• Create reports using MOUSE Squad data, use software applications to communicate information related to the school's technology environment.</li> <li>• Use MOUSE Squad data to make informed decisions about hardware and software deployment.</li> <li>• Be able to demonstrate the use of the MOUSE Squad ticket filing system.</li> </ul>	<p>7, 8, 9, 10</p> <ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>• 1, 3, 6, 7</li> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>• 1, 2, 4, 5, 9, 10</li> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
<p><b>2.5</b> Write job applications and résumés:</p> <p>a. Provide clear and purposeful information and address the</p>		

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
English Language Arts: Grades 11 – 12		
<p>intended audience appropriately.</p> <p>d. Follow a conventional style with page formats, fonts and spacing that contribute to the documents' readability and impact.</p> <p><b>2.6</b> Deliver multimedia presentations:</p> <p>b. Select appropriate medium for each element of the presentation.</p> <p>c. Use the selected media skillfully.</p> <p><b>III. <u>Written and Oral English Language Conventions</u></b></p> <p><b><i>1.0 Written and Oral English Language Conventions</i></b></p> <p><b>1.2</b> Produce legible work that shows accurate spelling and correct punctuation and capitalization.</p> <p><b>1.3</b> Reflect appropriate manuscript requirements in writing.</p> <p><b>IV. <u>Listening and Speaking</u></b></p> <p><b><i>2.0 Speaking Applications</i></b></p> <p><b>2.2</b> Explain the perceived reason or reasons for the similarities and differences by using information derived from primary and secondary sources to support or enhance presentation; include information on all relevant perspectives and consider the validity and reliability of sources.</p> <p><b>2.3</b> Demonstrate a comprehensive understanding of the significant ideas of literary works, and support important ideas and viewpoints through accurate and detailed references to the text or to other works.</p>	<ul style="list-style-type: none"> <li>• Be able to identify and explain the differences between an industry help desk and the MOUSE Squad help desk.</li> <li>• Communicates well with others in such capacities as: helping teachers and students learn how to operate computers correctly; showing them how to correct 'user error'; and updating clients as to the status of a ticket request.</li> <li>• Use network technology to share knowledge and resources between MOUSE Squads.</li> <li>• Be able to explain the benefits of the MOUSE Squad program for individuals and schools.</li> <li>• Gives clear directions and can teach others how to perform technical tasks.</li> <li>• Gain first hand knowledge of the impact of irresponsible uses of technology resources.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 9, 10</li> <li>• 1, 2, 3, 4, 9, 10</li> <li>• 1, 2, 3, 4, 9, 10</li> <li>• 1, 2, 3, 4, 9, 10</li> <li>• 1, 2, 3, 4, 9, 10</li> <li>• 1, 3, 7, 8, 9</li> </ul>



MOUSE Squad of California

# Correlation

# Mathematics:

**Algebra 1**

**Geometry**

**Algebra 2**

## MOUSE Squad Curriculum Correlation with the California High School Content Standards

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Algebra 1: Grades 9 – 12</b>		
<p><b>Students solve and graph equations and inequalities, simplify expressions and apply algebraic techniques to solve word problems.</b></p> <p><b>1.0</b> Students identify and use arithmetic properties to demonstrate whether assertions are true or false.</p> <p><i><b><u>*Lesson Example: Arithmetic property – Symmetrical: Ethernet cables</u></b></i></p>	<ul style="list-style-type: none"> <li>• Calculate and analyze data regarding MOUSE Squad activities.</li> <li>• Troubleshoot and resolve basic hardware and software problems related to computers and peripherals.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
<p><b>2.0</b> Students understand and use arithmetic operations.</p> <p><b>15.0</b> Students apply algebraic techniques to solve rate, work, and percent problems.</p> <p><i><b><u>*Lesson Example: Work problem – Amy can troubleshoot the computer in 30 mins. Betty can do the same problem in 20 mins. If they work together, how long will it take them?</u></b></i></p>	<ul style="list-style-type: none"> <li>• Use software utilities to troubleshoot technical problems.</li> <li>• Be able to demonstrate general troubleshooting and problem solving strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9</li> <li>• 1, 2, 3, 4, 9, 10</li> </ul>
<p><b>16.0</b> Students understand the concepts of a relation and a function, determine whether a given relation defines a function, and give pertinent information about given relations and functions.</p> <p><i><b><u>*Lesson example: Functions and relations – Set A contains the hardware parts and Set B contains the software parts. How are the elements in Set A related to the elements in Set B?</u></b></i></p>	<ul style="list-style-type: none"> <li>• Gain an appreciation of the use of network technology to share knowledge and resources among peers.</li> <li>• Gain first-hand knowledge of the impact of irresponsible uses of technology resources.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 10</li> <li>• 1, 3, 7, 8, 9</li> </ul>

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Algebra 1: Grades 9 – 12</b>		
<p><b>17.0</b> Students determine the domain of independent variables and the range of dependent variables defined by a graph, a set of ordered pairs, or a symbolic expression.</p>	<ul style="list-style-type: none"> <li>• Be able to identify and test cable connections, configure, and install and remove various internal components.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
<p><b>24.0</b> Students use and know simple aspects of a logical argument:</p> <p>24.1 Students explain the difference between inductive and deductive reasoning and identify and provide examples of each.</p> <p>24.2 Students identify the hypothesis and conclusion in logical deduction. 24.3 Students use counterexamples to show that an assertion is false and recognize that a single counterexample is sufficient to refute an assertion.</p>	<ul style="list-style-type: none"> <li>• Read technical information (online and print-based) to solve problems.</li> <li>• Gain proficiency in the use of a variety of technology applications including databases, spreadsheets, presentation software, and the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
<p><b>25.0</b> Students use properties of the number system to judge the validity of results, to justify each step of a procedure, and to prove or disprove statements:</p> <p>25.1 Students use properties of numbers to construct simple, valid arguments (direct and indirect) for, or formulate counterexamples to, claimed assertions.</p> <p>25.2 Students judge the validity of an argument.</p> <p>25.3 Given a specific mathematical statement, students determine if it is always, sometimes or never true.</p> <p><b><u><i>*Lesson Example: Students should be able to write true and correct math statements (equations) to make a spreadsheet formula work.</i></u></b></p>	<ul style="list-style-type: none"> <li>• Create reports using MOUSE Squad data, use software applications to communicate information related to the school's technology environment.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>

## MOUSE Squad Curriculum Correlation with the California High School Content Standards

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Geometry: Grades 9 – 12</b>		
<p><b>1.0</b> Students demonstrate understanding by identifying and giving examples of undefined terms, axioms, theorems, and inductive and deductive reasoning.</p>	<ul style="list-style-type: none"> <li>Calculate and analyze data regarding MOUSE Squad activities.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
<p><b>2.0</b> Students write geometric proofs, including proofs by contradiction.</p>	<ul style="list-style-type: none"> <li>Be able to explain what a help desk is and how it functions</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 9, 10</li> </ul>
<p><b>3.0</b> Students construct and judge the validity of a logical argument and give counterexamples to disprove a statement.</p>	<ul style="list-style-type: none"> <li>Be able to demonstrate general troubleshooting and problem solving strategies.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 9, 10</li> </ul>
<p><b>Students derive formulas and apply them to solve problems.</b></p>		
<p><b>16.0</b> Students perform basic constructions with a straightedge and compass.</p>	<ul style="list-style-type: none"> <li>Gives clear instructions and can teach others how to perform technical tasks.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 9, 10</li> </ul>
<p><b>22.0</b> Students know the effect of rigid motions on figures in the coordinate plane and space, including rotations, translations, and reflections.</p>	<ul style="list-style-type: none"> <li>Gain an appreciation of the use of network technology to share knowledge and resources among peers.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 10</li> </ul>
<p><b><u><i>*Lesson Example: Inserting a disk (which is a method called translation in Geometry) has a correct way of doing. Flipping it over (reflection) or inserting it with the bottom part first (rotation) is incorrect.</i></u></b></p>	<ul style="list-style-type: none"> <li>Gain first-hand knowledge of the impact of irresponsible uses of technology resources.</li> </ul>	<ul style="list-style-type: none"> <li>1, 3, 7, 8, 9</li> </ul>
	<ul style="list-style-type: none"> <li>Be able to develop troubleshooting flow charts to aid in targeting and resolving</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Geometry: Grades 9 – 12</b>	common technical problems	
	<ul style="list-style-type: none"> <li>• Read technical information (online and print-based) to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Gain proficiency in the use of a variety of technology applications including databases, spreadsheets, presentation software, and the Internet</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
	<ul style="list-style-type: none"> <li>• Create reports using MOUSE Squad data, use software applications to communicate information related to the school's technology environment.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>

## MOUSE Squad Curriculum Correlation with the California High School Content Standards

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Algebra 2: Grades 9 – 12</b>		
<p><b>(Standards 1.0, 2.0, 8.0, 9.0, 10.0, 14.0 – 25.0):</b> Students apply algebraic techniques to solve word problems. Students should be able to demonstrate the process.</p>	<ul style="list-style-type: none"> <li>Calculate and analyze data regarding MOUSE Squad activities.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
<p><b>(Standards 3.0, 5.0, 6.0, 7.0)</b> Students perform fundamental operations (add, subtract, multiply, divide and evaluate).</p>	<ul style="list-style-type: none"> <li>Gain proficiency in the use of a variety of technology applications including databases, spreadsheets, presentation software, and the Internet</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
<p><b>(Standards 11.0, 12.0, 13.0)</b> Students know and use mathematical rules or laws correctly.</p> <p><b><u>*Lesson Example: Students use equations as formulas in a spreadsheet.</u></b></p>	<ul style="list-style-type: none"> <li>Create reports using MOUSE Squad data, use software applications to communicate information related to the school's technology environment.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>Troubleshoot and resolve basic hardware and software problems related to computers and peripherals.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
	<ul style="list-style-type: none"> <li>Use software utilities to troubleshoot technical problems.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Algebra 2: Grades 9 – 12</b>		
	<ul style="list-style-type: none"> <li>• Be able to demonstrate general troubleshooting and problem solving strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Gain an appreciation of the use of network technology to share knowledge and resources among peers.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Gain first-hand knowledge of the impact of irresponsible uses of technology resources.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 3, 7, 8, 9</li> </ul>
	<ul style="list-style-type: none"> <li>• Read technical information (online and print-based) to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>



MOUSE Squad of California

# Correlation

# Science:

**Physics**

**Chemistry**

**Biology**

**Earth Science**

**Investigation & Experimentation**

## MOUSE Squad Curriculum Correlation with the California High School Content Standards

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Physics: Grades 9 – 12</b>		
<b>1.0 Motion and Forces</b> <ul style="list-style-type: none"> <li>• Students know how to solve problems involving Newton’s laws of motion.</li> </ul>	<ul style="list-style-type: none"> <li>• Troubleshoot and resolve basic hardware and software problems related to computers and peripherals.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
<b>2.0 Conservation of Energy and Momentum</b> <ul style="list-style-type: none"> <li>• Students know how to calculate changes by using formulas.</li> <li>• Students should be able to predict and describe the movements of the object</li> <li>• Students know how to solve problems involving energy.</li> </ul>	<ul style="list-style-type: none"> <li>• Use software utilities to troubleshoot technical problems.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
<b>3.0 Heat and Thermodynamics</b> <ul style="list-style-type: none"> <li>• Students know the first law of thermodynamics and the law of conservation of energy.</li> <li>• Students know how to solve problems involving heat flow, work and efficiency in a heat engine.</li> </ul>	<ul style="list-style-type: none"> <li>• Use the MOUSE Squad Ticket Tracking System to develop strategies for reducing school technical support needs.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 4, 5, 7, 8</li> </ul>
	<ul style="list-style-type: none"> <li>• Be able to demonstrate general troubleshooting and problem solving strategies.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 9, 10</li> </ul>
<b>4.0 Waves</b> <ul style="list-style-type: none"> <li>• Students know waves carry energy from one place to another.</li> <li>• Students know how to solve problems involving wavelength, frequency, and wave speed.</li> <li>• Students know radio waves, light, and X-rays are different wavelengths bands.</li> </ul>	<ul style="list-style-type: none"> <li>• Gain an appreciation of the use of network technology to share knowledge and resources among peers.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 10</li> </ul>
<b>5.0 Electric and Magnetic Phenomena</b> <ul style="list-style-type: none"> <li>• Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries,</li> </ul>	<ul style="list-style-type: none"> <li>• Gain first-hand knowledge of the impact of irresponsible uses of technology resources.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 3, 7, 8, 9</li> </ul>

<b>CA Content Standards: High School</b>	<b>MOUSE Squad Technician Tasks</b>	<b>Module No.</b>
<b>Physics: Grades 9 – 12</b>		
<p>wires, resistors, and capacitors.</p> <ul style="list-style-type: none"> <li>• Students know how to solve problems involving Ohm’s law and conservation of energy.</li> <li>• Students know the properties of magnetic fields and its many practical applications.</li> <li>• Students know plasmas conduct electricity.</li> <li>• Students know static electric fields have as their source some arrangement of electric charges.</li> </ul>	<ul style="list-style-type: none"> <li>• Be able to identify and test cable connections, configure, and install and remove various internal components.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Be able to calculate and analyze data regarding MOUSE Squad activities.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Read technical information (online and print-based) to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>

## MOUSE Squad Curriculum Correlation with the California High School Content Standards

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Chemistry: Grades 9 – 12</b>		
<b>1.0 Atomic and Molecular Structure</b> <ul style="list-style-type: none"> <li>Students know how to use the periodic table to identify metals, semimetals, nonmetals, and halogens.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to demonstrate general troubleshooting and problem solving strategies.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 9, 10</li> </ul>
<b>2.0 Chemical Bonds</b> <ul style="list-style-type: none"> <li>Students know how to identify solids and liquids held together by hydrogen bonding and relate these to boiling and melting point temperatures.</li> </ul> <p><i><b><u>*Lesson Example: Composition of an LCD monitor; what happens when the LCD overheats.</u></b></i></p>	<ul style="list-style-type: none"> <li>Gives clear instructions and can teach others how to perform technical tasks.</li> <li>Gain an appreciation of the use of network technology to share knowledge and resources among peers.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 9, 10</li> <li>1, 2, 3, 4, 5, 6, 10</li> </ul>
<b>3.0 Conservation of Matter</b> <ul style="list-style-type: none"> <li>Students know how to describe balanced equations.</li> </ul>	<ul style="list-style-type: none"> <li>Gain first-hand knowledge of the impact of irresponsible uses of technology resources.</li> </ul>	<ul style="list-style-type: none"> <li>1, 3, 7, 8, 9</li> </ul>
<b>4.0 Gases and Their Properties</b> <ul style="list-style-type: none"> <li>Students know waves carry energy from one place to another.</li> <li>Students know how to solve problems involving wavelength, frequency, and wave speed.</li> </ul>	<ul style="list-style-type: none"> <li>Be able to calculate and analyze data regarding MOUSE Squad activities.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
<b>6.0 Solutions</b> <ul style="list-style-type: none"> <li>Students know how to describe processes.</li> </ul>	<ul style="list-style-type: none"> <li>Communicates well with others in such capacities as: helping teachers and students learn how to operate computers correctly; showing them how to correct 'user</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
<b>8.0 Reaction Rates</b> <ul style="list-style-type: none"> <li>Students know the role of energy in a chemical reaction.</li> </ul>		
<b>9.0 Chemical Equilibrium</b>		

<b>CA Content Standards: High School</b>	<b>MOUSE Squad Technician Tasks</b>	<b>Module No.</b>
<b>Chemistry: Grades 9 – 12</b>		
<ul style="list-style-type: none"> <li>Students know how to solve problems.</li> </ul> <b>11.0 Nuclear Processes</b> <ul style="list-style-type: none"> <li>Students know about radioactivity.</li> </ul>	error'; and updating clients as to the status of a ticket request.	
	<ul style="list-style-type: none"> <li>Read technical information (online and print-based) to solve problems.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>Calculate and analyze data regarding MOUSE Squad activities.</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>Can implement strategies for dealing with difficult clients</li> </ul>	<ul style="list-style-type: none"> <li>1, 2, 3, 4, 9, 10</li> </ul>

## MOUSE Squad Curriculum Correlation with the California High School Content Standards

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Investigation &amp; Experimentation: Grades 9 – 12</b>		
<p><b>1.0 Investigation and Experimentation</b> <i>Students will:</i></p> <ul style="list-style-type: none"> <li>• Select and use appropriate tools and technology (such as computer-linked probes, spreadsheets, and graphing calculators) to perform tests, collect data, analyze relationships, and display data.</li> <li>• Identify and communicate sources of unavoidable experimental error.</li> <li>• Formulate explanations by using logic and evidence.</li> <li>• Solve scientific problems by using mathematical methods</li> <li>• Recognize the usefulness and limitations of models and theories as scientific representations of reality.</li> <li>• Analyze the locations, sequences, or time intervals that are characteristic of natural phenomena.</li> <li>• Recognize the cumulative nature of scientific evidence.</li> <li>• Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</li> </ul>	<ul style="list-style-type: none"> <li>• Gives clear directions and can teach others how to perform technical tasks.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Gain an appreciation of the use of network technology to share knowledge and resources among peers.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Gain first-hand knowledge of the impact of irresponsible uses of technology resources.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 3, 7, 8, 9</li> </ul>
	<ul style="list-style-type: none"> <li>• Communicates well with others in such capacities as: helping teachers and students learn how to operate computers correctly; showing them how to correct ‘user error’; and updating clients as to the status of a ticket request.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Use MOUSE Squad data to inform decisions about hardware and software deployment decisions.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 9, 10</li> </ul>

<b>CA Content Standards: High School</b>	<b>MOUSE Squad Technician Tasks</b>	<b>Module No.</b>
<b>Investigation &amp; Experimentation: Grades 9 – 12</b>	<ul style="list-style-type: none"> <li>• Create reports using MOUSE Squad data, use software applications to communicate information related to their school's technology environment.</li> <li>• Read technical information (online and print-based) to solve problems</li> <li>• Calculate and analyze data regarding MOUSE Squad activities</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>



MOUSE Squad of California

**Correlation**

**Performing &  
Visual Arts**

## MOUSE Squad Curriculum Correlation with the California High School Content Standards

CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Performance and Visual Arts: Grades 9 – 12</b>		
<p><b>I. PROFICIENT:</b></p> <p><b>B. Music</b>  <i>2.0 Creative Expression</i>            2.7 Compose and arrange music for voices or various acoustic or digital/electronic instruments, using appropriate ranges for traditional sources of sound.</p> <p><b>C. Theatre</b>  <i>3.0 Historical and Cultural Context</i>            3.1 Identify and compare how film, theatre, television, and electronic media productions influence values and behaviors.  <i>5.0 Connections, Relationships, Applications</i>            5.2 Manage time, prioritize responsibilities, and meet completion deadlines for a production as specified by group leaders, team members, or directors.</p> <p><i><b>*Lesson Example: The values listed in 5.2 are about the same expected values and skills from the students (Module 1).</b></i></p>	<ul style="list-style-type: none"> <li>• Gain proficiency in the use of a variety of technology applications including databases, spreadsheets, presentation software, and the Internet.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>
	<ul style="list-style-type: none"> <li>• Use online knowledge bases, forums, and other web resources to efficiently find solutions to technical problems.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>
	<ul style="list-style-type: none"> <li>• Gain an appreciation of the use of network technology to share knowledge and resources among peers.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 10</li> </ul>
<p><b>D. Visual Arts</b>  <i>2.0 Creative Expression</i>            2.2 Prepare a portfolio of original two-and three-dimensional works of art that reflects refined craftsmanship and technical skills.</p>	<ul style="list-style-type: none"> <li>• Create reports using MOUSE Squad data, use software applications to communicate information related to the school's technology environment.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> </ul>



CA Content Standards: High School	MOUSE Squad Technician Tasks	Module No.
<b>Performance and Visual Arts: Grades 9 – 12</b>		
<p>art that demonstrates knowledge of technology skills.</p> <p><i>5.0 Connections, Relationships, Applications</i></p> <p>5.1 Speculate on how advances in technology might change the definition and function of the visual arts</p> <p>5.4 Investigate and report on the essential features of modern or emerging technologies that affect or will affect visual artists and the definition of the visual arts.</p> <p><b><i>*Lesson Example: Media creation</i></b></p>	<ul style="list-style-type: none"> <li>• Read technical information (online and print-based) to solve problems.</li> <li>• Use software utilities to troubleshoot technical problems.</li> <li>• Gain first-hand knowledge of the impact of irresponsible uses of technology resources.</li> <li>• Troubleshoot and resolve basic hardware and software problems related to computers and peripherals.</li> </ul>	<ul style="list-style-type: none"> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9, 10</li> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9</li> <li>• 1, 2, 3, 4, 5, 6, 10</li> <li>• 1, 2, 3, 4, 5, 6, 7, 8, 9</li> </ul>