



CodeHS and the Common Core Standards

The CodeHS Introduction to Computer Science curriculum satisfies important Common Core Standards at the High School level. Below is a breakdown of the mathematical practices that the CodeHS Intro to CS curriculum covers and overview of the specific Common Core State Standards that CodeHS touches on.

MATHEMATICAL PRACTICES

1. Make sense of problems and persevere in solving them.
2. Reason abstractly and quantitatively.
3. Construct viable arguments and critique the reasoning of others.
4. Model with mathematics.
5. Use appropriate tools strategically.
6. Attend to precision.
7. Look for and make use of structure.
8. Look for and express regularity in repeated reasoning.

NUMBER & QUANTITY OVERVIEW

Quantities

- >> Reason quantitatively and use units to solve problems

ALGEBRA OVERVIEW

Seeing Structure in Expressions

- >> Interpret the structure of expressions
- >> Write expressions in equivalent forms to solve problems

Reasoning with Equations and Inequalities

- >> Understand solving equations as a process of reasoning and explain the reasoning
- >> Solve equations and inequalities in one variable

Arithmetic with Polynomials and Rational Functions

- >> Perform arithmetic operations on polynomials
- >> Rewrite rational functions

Creating Equations

- >> Create equations that describe numbers or relationships

FUNCTIONS OVERVIEW

Interpreting Functions

- >> Understand the concept of a function and use function notation
- >> Interpret functions that arise in applications in terms of the context
- >> Analyze functions using different representations

Trigonometric Functions

- >> Extend the domain of trigonometric functions using the unit circle
- >> Model periodic phenomena with trigonometric functions
- >> Apply trigonometric identities

Building Functions

- >> Build a function that models a relationship between two quantities
- >> Build new functions from existing functions



Contact us at hello@codehs.com to bring computer science to your district today!