College and Career Readiness

Escondido Union High School District

Curriculum Design Date: April 2013
Course Length: One-Semester | Recommended Grade Level: 9

UC/CSU Requirement: | Graduation Requirement:
N/A | Pending EUHSD Board Approval EUHSD 5 elective credits

Course Number: 1154 | Transcript Abbreviation: COLLEGE & CAREER

Number of Credits: 5 Elective | Prerequisite/s Required: N/A

Prerequisite/s Recommended: N/A | Board Approval Date Curriculum: June 18, 2013

Board Approval Date Textbook: This course will utilize a variety of online resources & Inquire A Student Handbook for 21st Century Learning by King, Erickson, and Sebranek; Zaner-Bloser Publishing; Copyright by Thoughtful Learning, ISBN: 978-1-4531-0886-4
The EUHSD curriculum document identifies what students should be able to know and do in an elective College and Career Readiness course of study. This document includes references to the College and Career Readiness Standards, the California Common Core State Standard, as well as the National Educational Technology Standards (NETS) and other essential digital literacy and 21st Century Skills websites and/or seminal documents. Appropriate high school grade level expectations are evidenced in the document as well as appropriate tasks, best practices for instruction, resources and technology suggestions, a curriculum map or timeline – when applicable: rubrics, and references to key assessments. The EUHSD curriculum documents are designed to be followed as written, with yearly input for revisions when and where applicable.

College and Career Readiness Course Description

The focus of College and Career Readiness is to equip students with the requisite skills to prepare them for the world of college and career. Students will engage in a variety of in class discussions, group projects, and information from guest speakers all designed to help them learn the foundational skills necessary for academic success. The course concentrates on activities and content that enables a more trans-disciplinary approach to learning, knowledge that helps students compete in a global learning environment while attaining 21st Century Skills necessary for academic and career success. Student will study learning skills, literacy skills, and inquiry skills as they complete a variety of projects designed to sharpen those skills.
National Educational Technology Standards

1. Creativity and Innovation
Students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.
   a. Apply existing knowledge to generate new ideas, products, or processes
   b. Create original works as a means of personal or group expression
   c. Use models and simulations to explore complex systems and issues
   d. Identify trends and forecast possibilities

2. Communication and Collaboration
Students use digital media and environments to communicate and work collaboratively, including at a distance, to support individual learning and contribute to the learning of others.
   a. Interact, collaborate, and publish with peers, experts, or others employing a variety of digital environments and media
   b. Communicate information and ideas effectively to multiple audiences using a variety of media and formats
   c. Develop cultural understanding and global awareness by engaging with learners of other cultures
   d. Contribute to project teams

3. Research and Information Fluency
Students apply digital tools to gather, evaluate, and use information.
   a. Plan strategies to guide inquiry
   b. Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media
   c. Evaluate and select information sources and digital tools based on the appropriateness to specific tasks
   d. Process data and report results

4. Critical Thinking, Problem Solving, and Decision Making
Students use critical thinking skills to plan and conduct research, manage projects, solve problems, and make informed decisions using appropriate digital tools and resources.
   a. Identify and define authentic problems and significant questions for investigation
   b. Plan and manage activities to develop a solution or complete a project
   c. Collect and analyze data to identify solutions and/or make informed decisions
   d. Use multiple processes and diverse perspectives to explore alternative solutions
5. Digital Citizenship
Students understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
   a. Advocate and practice safe, legal, and responsible use of information and technology
   b. Exhibit a positive attitude toward using technology that supports collaboration, learning, and productivity
   c. Demonstrate personal responsibility for lifelong learning
   d. Exhibit leadership for digital citizenship

6. Technology Operations and Concepts
Students demonstrate a sound understanding of technology concepts, systems, and operations.
   a. Understand and use technology systems
   b. Select and use applications effectively and productively
   c. Troubleshoot systems and applications
   d. Transfer current knowledge to learning of new technologies

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English Language Arts California Common Core State Standards

READING STANDARDS FOR INFORMATIONAL TEXT 9-10: The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Key Ideas and Details
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text.
- Determine a central idea of a text and analyze its development over the course of the text, including how it emerges and is shaped and refined by specific details; provide an objective summary of the text.
- Analyze how the author unfolds an analysis or series of ideas or events, including the order in which the points are made, how they are introduced and developed, and the connections that are drawn between them.

Craft and Structure
- Determine the meaning of words and phrases as they are used in a text, including figurative, connotative, and technical meanings; analyze the cumulative impact of specific word choices on meaning and tone (e.g., how the language of a court opinion differs from that of a newspaper). (See grades 9-10 Language standards 4-6 on page 32 for additional expectations.)
- Analyze in detail how an author’s ideas or claims are developed and refined by particular sentences, paragraphs, or larger portions of a text (e.g., a section or chapter).
- Analyze the use of text features (e.g., graphics, headers, captions) in functional workplace documents.
- Determine an author’s point of view or purpose in a text and analyze how an author uses rhetoric to advance that point of view or purpose.

Integration of Knowledge and Ideas
- Analyze various accounts of a subject told in different mediums (e.g., a person’s life story in both print and multimedia), determining which details are emphasized in each account.
- Delineate and evaluate the argument and specific claims in a text, assessing whether the reasoning is valid and the evidence is relevant and sufficient; identify false statements and fallacious reasoning.

WRITING STANDARDS 9-10: The following standards for grades 9-10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Each year in their writing, students should demonstrate increasing sophistication in all aspects of language use, from vocabulary and syntax to the development and organization of ideas, and they should address increasingly demanding content and sources. Students advancing through the grades are expected to meet each year’s
grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The expected growth in student writing ability is reflected both in the standards themselves and in the collection of annotated student writing samples in Appendix C. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Text Types and Purposes**

- **Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.**
  
  a. Introduce precise claim(s), distinguish the claim(s) from alternate or opposing claims, and create an organization that establishes clear relationships among claim(s), counterclaims, reasons, and evidence.
  b. Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of both in a manner that anticipates the audience’s knowledge level and concerns.
  c. Use words, phrases, and clauses to link the major sections of the text, create cohesion, and clarify the relationships between claim(s) and reasons, between reasons and evidence, and between claim(s) and counterclaims.
  d. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  e. Provide a concluding statement or section that follows from and supports the argument presented.

- **Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.**
  
  a. Introduce a topic or thesis statement; organize complex ideas, concepts, and information to make important connections and distinctions; include formatting (e.g., headings), graphics (e.g., figures, tables), and multimedia when useful to aiding comprehension.
  b. Develop the topic with well-chosen, relevant, and sufficient facts, extended definitions, concrete details, quotations, or other information and examples appropriate to the audience’s knowledge of the topic.
  c. Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
  d. Use precise language and domain-specific vocabulary to manage the complexity of the topic.
  e. Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which they are writing.
  f. Provide a concluding statement or section that follows from and supports the information or explanation presented (e.g., articulating implications or the significance of the topic).
Production and Distribution of Writing:
- Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience. (Grade-specific expectations for writing types are defined in standards 1–3.)
- Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach, focusing on addressing what is most significant for a specific purpose and audience. (Editing for conventions should demonstrate command of Language standards 1–3 up to and including grades 9–10 on page 32.)
- Use technology, including the Internet, to produce, publish, and update individual or shared writing products, taking advantage of technology’s capacity to link to other information and to display information flexibly and dynamically.

Research to Build and Present Knowledge:
- Conduct short as well as more sustained research projects to answer a question (including a self-generated question) or solve a problem; narrow or broaden the inquiry when appropriate; synthesize multiple sources on the subject, demonstrating understanding of the subject under investigation.
- Gather relevant information from multiple authoritative print and digital sources, using advanced searches effectively; assess the usefulness of each source in answering the research question; integrate information into the text selectively to maintain the flow of ideas, avoiding plagiarism and following a standard format for citation including footnotes and endnotes.

SPEAKING AND LISTENING STANDARDS 9-10: The following standards for grades 9-10 offer a focus for instruction in each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

Comprehension and Collaboration
- Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.
  a. Come to discussions prepared having read and researched material under study; explicitly draw on that preparation by referring to evidence from texts and other research on the topic or issue to stimulate a thoughtful, well-reasoned exchange of ideas.
  b. Work with peers to set rules for collegial discussions and decision-making (e.g., informal consensus, taking votes on key issues, and presentation of alternate views), clear goals and deadlines, and individual roles as needed.
  c. Propel conversations by posing and responding to questions that relate the current discussion to broader themes or larger ideas; actively incorporate others into the discussion; and clarify, verify, or challenge ideas and conclusions.
  d. Respond thoughtfully to diverse perspectives, summarize points of agreement and disagreement, and, when warranted, qualify or justify their own views and understanding and make new connections in light of the evidence and reasoning presented additional information or research is required to deepen the investigation or complete the task.
- Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.
- Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any fallacious reasoning or exaggerated or distorted evidence.
- Present information, findings, and supporting evidence clearly, concisely, and logically (using appropriate eye contact, adequate volume, and clear pronunciation) such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose (e.g., argument, narrative, informative, response to literature presentations), audience, and task.
  a. Plan and deliver an informative/explanatory presentation that: presents evidence in support of a thesis, conveys information from primary and secondary sources coherently, uses domain specific vocabulary, and provides a conclusion that summarizes the main points. (9th or 10th grade.)
- Plan, memorize and present a recitation (e.g., poem, selection from a speech or dramatic soliloquy) that: conveys the meaning of the selection and includes appropriate performance techniques (e.g., tone, rate, voice modulation) to achieve the desired aesthetic effect. (9th or 10th grade.)
- Present information, findings, and supporting evidence (e.g., reflective, historical investigation.
- Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.
- Adapt speech to a variety of contexts and tasks, demonstrating command of formal English when indicated or appropriate. (See grades 9-10 Language standards 1 and 3 on page 32 for specific expectations.)

**LANGUAGE STANDARDS 9-10:** The following standards for grades 9-10 offer a focus for instruction each year to help ensure that students gain adequate mastery of a range of skills and applications. Students advancing through the grades are expected to meet each year’s grade-specific standards and retain or further develop skills and understandings mastered in preceding grades. Beginning in grade 3, skills and understandings that are particularly likely to require continued attention in higher grades as they are applied to increasingly sophisticated writing and speaking are marked with an asterisk (*). See the table on page 33 for a complete listing and Appendix A for an example of how these skills develop in sophistication. The CCR anchor standards and high school grade-specific standards work in tandem to define college and career readiness expectations—the former providing broad standards, the latter providing additional specificity.

**Conventions of Standard English**
- Demonstrate command of the conventions of standard English grammar and usage when writing or speaking.
  a. Use parallel structure.*
  b. Use various types of phrases (noun, verb, adjectival, adverbial, participial, prepositional, absolute) and clauses (independent, dependent; noun, relative, adverbial) to convey specific meanings and add variety and interest to writing or presentations.
Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.
   a. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.
   b. Use a colon to introduce a list or quotation.
   c. Spell correctly.

Knowledge of Language
   • Apply knowledge of language to understand how language functions in different contexts, to make effective choices for meaning or style, and to comprehend more fully when reading or listening.
     a. Write and edit work so that it conforms to the guidelines in a style manual (e.g., MLA Handbook, Turabian’s Manual for Writers) appropriate for the discipline and writing type.

Vocabulary Acquisition and Use
   • Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, choosing flexibly from a range of strategies.
     a. Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as clue to the meaning of a word or phrase.
     b. Identify and correctly use patterns of word changes that indicate different meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy) and continue to apply knowledge of Greek and Latin roots and affixes.
     c. Consult general and specialized reference materials (e.g., college-level dictionaries, rhyming dictionaries, bilingual dictionaries, glossaries, thesauruses), both print and digital, to find the pronunciation of a word or determine or clarify its precise meaning, its part of speech, or its etymology.
     d. Verify the preliminary determination of the meaning of a word or phrase (e.g., by checking the inferred meaning in context or in a dictionary).
   • Demonstrate understanding of figurative language, word relationships, and nuances in word meanings.
     a. Interpret figures of speech (e.g., euphemism, oxymoron) in context and analyze their role in the text.
     b. Analyze nuances in the meaning of words with similar denotations.
   • Acquire and use accurately general academic domain-specific words and phrases, sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.
### Essential Learning Outcomes

- Students will be able to identify and correctly use a variety of technology devices and hardware components.
- Students will be able to conduct a variety of basic touch operations and/or mouse operations designed to enhance technology use and productivity.
- Students will be able to identify key internet safety rules as well as list the basic tenets of the EUHSD social media policy.
- Students will be able to identify the key features of ethical use of technology – including plagiarism/fair use rules.
- Students will be able to orient themselves to a traditional keyboard including typing a minimum of thirty words per minute.
- Students will be able to utilize a variety of search techniques designed to effectively search the web for current, valid information.
- Students will be able to utilize a variety of productivity/collaboration Web 2.0 tools designed to enhance productivity and communication skills.
- Students will become critical and creative thinkers able to collaborate and communicate, problem solve and build arguments, understand and use media, and utilize study and test taking strategies.
Assessments

Required Assessments:

- Keyboarding Skill Assessment
- Internet Search Lessons
- Various Web 2.0 Projects
- Ethical Use Quiz
- Internet Safety Lessons
- End of Course Exam
- Web Projects
- Four Year Plan
- Personal Goals

Additional Classroom Assessments:

- Multiple choice and short answer written tests of conceptual understanding of key concepts.
- Various formative assessments (e.g., quizzes, small group exercises, simulations, note making, oral quizzes to assess student’s understanding of concepts and processes, small and large group project work, research and informational gathering, research design and organizational technique and strategies.
- Several Project Presentations to measure student’s ability to gather and present information in a professional manner utilizing Web 2.0 tools.
Instructional Resources

District Approved Instructional Materials/Textbook:


Supplemental Resources:

- Variety of WWW resources

Technology:

- IPAD, Personal Desktop Computer, Netbook, or other personal computing device (including the use of video and graphics)
- Various productivity/collaboration Web 2.0 tools

Websites:

- [www.google.com/insidesearch/searcheducation/lessons.html](http://www.google.com/insidesearch/searcheducation/lessons.html)
- typingclub.com
- itypinggames.com
Instructional Strategies

The College and Career Readiness curriculum is delivered using a variety of instructional methods and strategies to ensure that all students master the required topics covered in the course.

- Teacher led discussion or presentations such as lectures, demonstrations, instructions, modeling, etc. Teacher led discussions are for delivery of the material that is essential to coursework and gives students the concepts that support their writing and their readings skills.

- Student led large or small group discussions or presentations such as presentations of project work, experimental design or sharing of productivity/communication Web 2.0 tools.

- Computer and Internet research such as computer work done during in class time focused on particular unit topics, which will include data collection and analysis as well as completion of projects assigned within other core academic classes.

- Readings and analysis of sections of text and business textbooks, journals, or other reference materials will be a component of this course of instruction with a specific emphasis on technical documents and understanding digital literacy and ethical use.
*These units are designed to teach in an interchangeable fashion, as the skills will continue to be reinforced throughout the course.

<table>
<thead>
<tr>
<th>Unit</th>
<th>Unit Overview and Essential Topics</th>
<th>Essential Learnings (I can… statements)</th>
<th>Key Assignments and Projects</th>
</tr>
</thead>
</table>
| Basic Computer Operation | Students will engage in a study and/or review of the basic functions of technology devices designed to enhance their use of technology. | • Identify the key components of a technology device and can demonstrate how to access the WWW  
• Identify a variety of assistance tools and personnel to help with my basic computer functionality | • Students will review of the 26 skills found within the Smarter Balanced Assessment System.  
• Students will operate a variety of devices, including both a keyboard device as well as a touch screen.  
• Students will demonstrate a variety of mouse functions designed to complete a variety of computer skills – including use of a variety of commands that perform basic mouse functions and demonstrate successful use of the track pad. |
| 3-5 days              |                                                                                                                                                                   |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                   |
| Internet Safety       | Students will engage in a variety of lessons that review the factors affecting one’s digital footprint, web identify, bulling issues, and online relationships.            | • Identify the key risk factors that compromise my online identity  
• Define my digital footprint, including utilizing resources that help me to see my current digital footprint and how to clean up my digital footprint  
• Identify the key factors that contribute to online bullying and know what to do if I encounter online bullying and/or where to report online bullying  
• Identify appropriate boundaries for online relationships; including where to go to seek help and/or to report concerns about online relationships | • Students will go through four self-paced lessons on internet safety that is designed to adhere to E-RATE – SIPA compliance. These lessons address the EUHSD social media policy.  
• Students will utilize a variety of Web 2.0 tools to participate in online discussions about the main points discussed in this unit of study. |
<p>| 1 week                |                                                                                                                                                                   |                                                                                                                                                                                                                                       |                                                                                                                                                                                                                                   |</p>
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| Ethical Use                  | Students will participate in a variety of activities that seek to enhance their understanding of ethical use – fair use.                                                                                                                  | • List resources to utilize when determining whether I need to cite a specific source – including resources for MLA, APA, and other citation rules  
• Identify the key attributes of the district’s Honor Code violation policy  
• Restate the specific ethical use violations and help identify appropriate ways of citing sources to avoid these pitfalls  | • Students will utilize resources from the Fair Use website – [http://sites.euhsd.net/tic/fair-use-cipa](http://sites.euhsd.net/tic/fair-use-cipa), attain information about plagiarism, citations, attributing work to someone else, downloading, use of images, collaboration rights, etc. and will conduct a presentation on their findings and share this with the class. |
| Ongoing                      |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                   |
| Throughout Course            |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                   |
|                              |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                   |
|                              | Students will participate in a variety of activities that seek to enhance their understanding of ethical use – fair use.                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                   |
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|                              | Students will participate in a variety of activities that seek to enhance their understanding of ethical use – fair use.                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                   |
|                              | Students will participate in a variety of activities that seek to enhance their understanding of ethical use – fair use.                                                                                                                  |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                   |
| Keyboarding (Optional Skills)| Students will utilize an online resource to learn basic keyboarding functions.  
This mini unit will be optional depending on computer use and availability.                                                                                           | • Utilize a physical keyboard and identify the Home Row of keys and complete a minimum of 30 words per minute (typed) by the conclusion of the course  
• Orient myself to the various keyboard functions. (This is a 4th grade CC standard)                                                                 | • Students will participate in an online keyboarding class throughout the course leading to a culminating activity that demonstrates keyboard use and typing skill of at least 30 words per minute. If students are not able to access the computers in class, teachers may elect to share the resource with students and permit them to work independently. The aim will be to have students orient themselves to the keyboard and some basic typing skills – when technology permits. |
|                              |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                     |                                                                                                                                                                                                                                                                   |
|                              |                                                                                                                                                                                                                                |                                                                                                                                                                                                                                     | Resources:  
Typingclub.com – learning home row and keyboard orientation (fingering)  
Type! – itypinggames.com – practicing keyboarding skills by playing games |                                                                                                                                                                                                                                                                   |
<table>
<thead>
<tr>
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<tbody>
<tr>
<td>Conducting Online Searches</td>
<td>Students will utilize online Google lessons designed to conduct effective searches containing valid information.</td>
<td>• Conduct an effective educational search on a topic – including understanding the validity of the source, how to question the information contained within the source, how to share the source with others, how to bookmark the source, and how to contact the source’s originator for additional information</td>
<td>• Students will complete a variety of online lessons and quizzes designed to demonstrate their understanding of web based searches. Students will demonstrate their understanding through conducting searches on a variety of teacher led topics. Students may also demonstrate their understanding through participation in activities and assignments from other core content classes requiring this same skill. <a href="http://www.google.com/insidesearch/searcheducation/lessons.html">www.google.com/insidesearch/searcheducation/lessons.html</a></td>
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<tr>
<td>3 – 4 Weeks</td>
<td></td>
<td></td>
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<tr>
<td>Productivity &amp; Collaboration Web 2.0</td>
<td>Students will utilize a variety of Web 2.0 tools designed to enhance student productivity and collaboration.</td>
<td>• Create a list of tools designed to assist me in my instructional goals</td>
<td>• Students will be able to identify the appropriate productivity/collaboration tools that permit them to enhance a current academic project and complete a variety of projects and demonstration of a variety of WEB 2.0 tools throughout the course. <a href="http://edudemic.com/2011/11/best-web-tools/">http://edudemic.com/2011/11/best-web-tools/</a></td>
</tr>
<tr>
<td>Ongoing</td>
<td></td>
<td>• Collaborate with others through a variety of online tools</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td>• Create digital content utilizing a variety of online tools</td>
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<tr>
<td>Building 21st Century Skills</td>
<td>Succeeding in School and College, Improving Study Habits, Reading to Learn, Building your Vocabulary, Writing to Learn, Taking Exit and Entrance Exams, Developing Visual Literacy, Improving Information and</td>
<td>• List the primary functions of the brain</td>
<td>• Identify the differences between critical and creative thinking</td>
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| Media Literacy, Creating Internet Literacy, Using Social Media, Developing Financial Literacy, Succeeding in the Workplace | • Identify the six steps to the inquiry process  
• Utilize a variety of critical thinking strategies  
• Identify and list the steps creative thinking inquiry process  
• Identify the steps in goal setting process  
• Identify and list keys to problem solving in action  
• Communicate through a variety of verbal and non verbal mediums, including understanding the dynamics of different communication situations  
• Collaborate with others utilizing a variety of protocols for both small and large group collaboration projects  
• Build an argument utilizing logic, deductive and inductive reasoning, and avoiding fallacies  
• Develop good goal setting habits of mind, including managing my time, completing assignments, managing stress, and preparing my four-year academic plan | • Students will employ a variety of creative thinking strategies such as brainstorming, visualization, metaphorical thinking, conceptual blending, forced connections, perspective shifting, role playing, modeling, Socratic questioning, counterfactual thinking, proactive and reverse thinking, etc. They will then create a trait evaluation chart to determine when creative thinking activities work best for them in different situations.  
• Students will identify the steps in a goal setting process and work with teams or individually to set a goal, figure out how to reach it, and define the tools needed to make the goal a reality. (Developing a Creative Mindset)  
• Utilizing a real world problem, students will use the process of Problem Solving in Action to follow specific steps for problem solving as a process and analyzing a problem. Students may work in groups or teams, and will consider the causes and effects of each action. They will employ planned solutions covered in Chapter 4 of their text – including a review of the Scientific Method and a variety of Inquiry methods for problems solving applicable to a variety of content areas. Key activity can be found on page 66 of the student text.  
• Students will employ a variety of speaking strategies to a variety of speaking situations, creating a conversation chart that accesses both listening and speaking skills – what is implied, expressed, and said. |
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<thead>
<tr>
<th>Unit</th>
<th>Unit Overview and Essential Topics</th>
<th>Essential Leanings (I can… statements)</th>
<th>Key Assignments and Projects</th>
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<td>• Improve study skills through learned activities such as note taking skills, utilization of a learning log, understanding test and assessment dynamics, improving test taking skills, responding to writing prompts, deconstructing a writing prompt</td>
<td>• Students will participate in a variety of activities that focus on effectively communicating mutual respect and trust for one another as they work through strategies used in groups designed to accomplish a goal. One such activity might be: Think of a group in which you have collaborated. How successful has it been? On a scale of 1-5, what key attributes of the group made it most successful? How did the presence or attributes of these skills assure your group’s success?</td>
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<td>• Utilize a variety of learned reading skills that will help me read actively, understand differences in text types, receive and share information</td>
<td>• Students will watch a TV commercial or utilize other media to determine arguments for biases, and will write down all of the examples of misuse of evidence and then revise the commercial to make their argument contain appropriate logic.</td>
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<td>• Keep a vocabulary notebook, use vocabulary in context, utilize a dictionary, a thesaurus, and word parts to analyze word origins</td>
<td>• Students will utilize the 10 critical habits for learning to create educational life goals designed to enhance their college/career readiness experience. This will include reviewing their own personal four-year plan, researching a profession of interest, colleges/work experience plans, etc. and create a full report of their findings. Students will then utilize this information (be shown how to utilize this information) to monitor and track their four-year plan and personal and professional goals throughout their four years of high school and beyond.</td>
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<td>• Utilize a variety of writing to learn strategies that help to prepare me to write both on demand and over time</td>
<td>• Students will learn a variety of tips for active reading and will utilize reading material from their classes to apply the reading strategies in context. Students will learn how to question the text type, make predictions about the reading, write while they read, speak while they read, and discuss what is read. This will be done in context of both the course and what they are currently being asked to do in other courses.</td>
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<td>• Identify key test taking and study strategies for a variety of entrance and exit exams</td>
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<td>Unit</td>
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|      |                                   | • Explain the role of media literacy in the context of college and career readiness, including defining media literacy, evaluating media messages, and creating my own media message  
• Explain the role of Internet Literacy in the context of college and career readiness including understanding the internet, understanding web browsing, communicating effectively online, and using the internet content effectively  
• Cite a variety of healthy financial habits | • Students will utilize an exam of their choice and with a partner discuss the type of test taking strategies and create an implementation timeline for how those strategies could be employed within the actual setting.  
• Students will utilize a topic from a current course to apply the concepts of visual/digital design elements and/or media literacy. If students do not have a project they’re currently working on, they can use the Poster Presentation activity found on page 235 or 255 of their text. This project may occur later in the course as students receive additional assignments from their other courses or may be used in conjunction with an assignment for this course.  
(Internet assignments can be found Internet Safety, Ethical use, and Online Search activities above)  
• Students will utilize the information learned in Developing Financial Literacy as they complete their four-year plan and career research projects. This includes a project on their own action plan for the world of work and beyond. |  
| Using the Inquiry Process | Understanding the Inquiry Process, Questioning, Planning, Conducting Basic Research, Conducting Advanced Research, Creating, Improving, Presenting | • Cite the specific steps to the Inquiry process – questioning, planning, researching, creating, improving, presenting, reviewing | • Students will utilize Chapters 20 – 27 to develop their class projects. If students are not currently working on projects in their core classes, a complete list of developing projects can be found within the text beginning on page 431 – 605. Projects range in depth and complexity and focus on basic writing projects, data and graphing projects, audio-visual projects, design projects, performance projects, community projects, and web projects. The aim is to have students utilize a project as they learn the specific inquiry steps and then prepare to develop their projects. |