

W e e k	Marking Period 1 Formal Writing Unit	Marking Period 1 Connections Unit
1	Writing Benchmark Learning Styles and Active Listening	Objective Benchmark Google and Online Course Management
2	Formal Rules and Writing	File Management and Gmail Management
3	Research Steps	Time Management
4	Practice Paper Draft/ Edit/ Submission	HS Naviance Management
W e e k	Marking Period 2 Character Unit	Marking Period 2 Career Unit
6	Pillars of Character/ What would you do?	Loans/ Bills/ and Spreadsheets
7	Presentations and Public Speaking	Career Choice
8	Daily Dilemmas	College/ Technical Training Search
9	Final Media Project	
10	Putting it all together/ Your Spartan Legacy	

Time Frame	4 Weeks
Topic	
<u>Formal Writing Unit</u>	
Essential Questions	
<ol style="list-style-type: none"> 1. What is the responsibility of a “learner” in the expanding world of technology? 2. How can learners enhance their ability to communicate and affect their own learning environment? 3. What are the standard conventions to follow for formal research and writing? 4. Why does database research supersede web searches for formal writing? 5. What are the learners responsibility regarding crediting information? 6. What individual and collaborative tools are useful for gathering, drafting , and editing a formal document? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Students will understand the value of a “Low Google” diet for research. ● Students will be able to navigate online databases in order to gather and organize credible research. ● Students will understand the difference between standard English conventions for research writing versus creative writing. ● Students will understand what constitutes plagiarism and be able to use appropriate citations using an accepted research format. ● Students will be able to access and use an online citation machine as a functional tool to create and edit citations. ● Students will be able to integrate collaborative online writing tools in Google Drive to format, write, and peer edit a practice research paper. 	
Alignment to NJSL	
Technology Standards	
Technology Operations and Concepts:	
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	
Digital Citizenship:	
8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.	
Research and Information Fluency:	
8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.	
Critical thinking, problem solving, and decision making:	
8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	
ELA Standards	
Comprehension and Collaboration:	
SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.	
SL.9-10.3: Evaluate a speaker’s point of view, reasoning, and use of evidence and rhetoric, identifying any false reasoning or distorted evidence.	
Presentation of Knowledge and Ideas:	
SL.9-10.4: Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.	

Text Types and Purposes:

W.9-10.2: 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.

- Introduce a topic; 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.
- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- 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:

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5: Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach, or consulting a style manual (such as MLA or APA Style), 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).

W.9-10.6: 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:

W.9-10.7: 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.

W.9-10.8: 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 (MLA or APA Style Manuals).

Range of Writing:

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Conventions:

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Effective Language Use:

L.9-10.3: Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of

language.

Vocabulary Acquisition and Usage:

L.9-10.4: 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.

- Use context (e.g., the overall meaning of a sentence, paragraph, or text; a word’s position or function in a sentence) as a clue to the meaning of a word or phrase.
- Consult general and specialized reference materials (e.g., 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.

L.9-10.6: Acquire and use accurately general academic and 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.

Key Concepts and Skills

- Learning styles and strategies for school/ home integration.
- Written and verbal communication techniques.
- Evaluate on-line sources for credibility.
- Determine information for inclusion as “research worthy” content requiring citations.
- Reevaluate information for inclusion and organization in a formal defense of a logical argument that is supported by credible research
- Identify possible solutions or a “Call to Action” for an argument.
- Utilize and evaluate online tools’ value for construction and collaboration of formal documents.
- Analyze research to extend critical thinking beyond the initial research.

Learning ActivitiesCommunication and Formal Writing:

- Students will take the [Naviance Learning Style Inventory](#) and become familiar with associated [strategies](#) for academic success.
- Students will practice Verbal and non- verbal communication auditory learning style skills in an [Active Listening activity](#).
- Students will develop an understanding of formal rules in a [formal writing exercise](#).

Practice Information Search:

- Students will use a Google Search and an Advanced Search to evaluate a webpage of choice for credibility of information using the instructor created [Web Evaluation Form](#).
- Students will navigate the library databases using an instructor/ librarian created [Google Doc](#).

Pre-Writing Research and Organization:

- Students will Navigate instructor recommended databases to select a controversial topic and gather information to defend 1 side of the argument using the instructor created [Pre-Write Organizer](#).
- Students will save sources online using the student [iCyte](#) account for cloud-based storage and collaboration.
- Students will construct a working thesis statement and organize information to create 2 subtopics to defend their argument on the [Pre-Write Organizer](#).
- Students will [practice MLA citations](#) for a variety of common research instances based on a citation lesson and [resources](#) provided by the instructor.

Draft and Final Edit:

- Students will use MLA format and construct a draft of their argument using an instructor provided sample/ template that includes citations.
- Students will construct a properly formatted MLA citation page using instructional tutorials and an online citation machine.
- Students will edit drafts based on the instructor’s comments in Google Docs.

- Students will peer edit using Google Docs Share and a Peer Edit Checklist provided by the instructor.
- Students will submit the final practice paper via Google classroom.

Assessments

- [Naviance Learning Style](#) Survey
- [Active Listening](#) Formative Assessment.
- [Formal Rules Writing Exercise](#)
- [Website Evaluation](#) Formative Assessment
- [Library Database Search](#)
- [Research Steps](#) Topic Search and Organization Doc
- [Practicing Citations](#) Formative Assessment Exercise
- [Instructor and peer Edit Formative Assessment Exercise](#)
- [Practice Paper](#)

	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Language Arts
- Social Studies
- Library Science
- School Counseling

Technology Integration

- [Naviance](#) Database
- Google Classroom
- Google Sites
- Google Drive
- OTHS Library Subscription Databases
- Google Search and [Advanced Search](#)
- [iCyte](#)
- Google Docs
- [Kahoot](#)
- Google Comment/ Collaboration Tools
- Chrome Thesaurus Add-on
- Google Easy Accents Add-on
- [Online Citation Machine](#)

Time Frame	4 Weeks
Topic	
Connections Unit	
Essential Questions	
<ol style="list-style-type: none"> 1. What kinds of resources are available to “learners” in order to stay “connected” to the instructors curriculum? 2. How can “learners” organize and protect their coursework? 3. What are the responsibilities for “learners” regarding communication with peers and superiors? 4. How can learners maximize their use of time to create a better legacy in school and the workplace? 5. How did students arrive at this “place and time” . . . how do they see themselves now before investigating where they want to “go?” 6. Why is coding familiarity a useful tool for all learners? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Students will be able to utilize the Spartan Legacy Homepage to navigate efficiently to daily work tasks. ● Students will recognize the importance of using resources to stay connected through digital media to the classroom while maintaining an acceptable public profile. ● Students will be able to create and organize files and folders with an understanding of file extensions and compatibility. ● Students will have the opportunity to pursue introductory computer coding practice for enrichment. ● Students will be able to transfer and backup files with the understanding of hard drive and cloud compatibility. ● Students will be able to use their email, contacts, and settings in a professional and efficiency based context. ● Students will be able to integrate a Google Doc add-on as an extension of mailing options. ● Students will be able to use spreadsheets for simple and advance formulas as well as graph construction as valuable statistical tools to evaluate their lives. ● Students will be able to investigate careers based on personal preference and navigate the Naviance Database used by School Counseling services. ● Students will practice standard English conventions to communicate with their future guidance counselor. 	
Alignment to NJSLS	
Technology Standards	
Technology Operations and Concepts:	
8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.	
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	
8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	
Digital Citizenship:	
8.1.12.D.4 Research and understand the positive and negative impact of one’s digital footprint.	
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.	
Critical thinking, problem solving, and decision making:	
8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.	

Design:

8.2.12.C.4 Explain and identify interdependent systems and their functions.

Computational Thinking: Programming:

8.2.12.E.3 Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).

ELA Standards**Comprehension and Collaboration:**

SL.9-10.1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with peers on grades 9–10 topics, texts, and issues, building on others' ideas and expressing their own clearly and persuasively.

- 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.
- Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign individual roles as needed.
- 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.
- Respond thoughtfully to various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

SL.9-10.6: Adapt speech to a variety of contexts and tasks, demonstrating command of formal English. (See grades 9–10 Language standards 1 and 3 for specific expectations.).

Production and Distribution of Writing:

W.9-10.6: 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.

Conventions:

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing/speaking.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Key Concepts and Skills

- Writing computer code
- Use online and collaborative Google Apps for classroom success.
- Use digital and social media to enhance the learning experience.
- Navigation and storage via Google Drive options.
- Develop competency with email features.
- Use Google Doc Mail Merge Add-on
- Formatting spreadsheets and graphs.
- Formula and graph creation with spreadsheets.
- Analyze personal time usage for educational success.
- Navigate and organize personal information with the School Counseling office.

Learning Activities**Classroom Management:**

- Students will become familiar with the Spartan Legacy Homepage and the educational resources available on the page.
- Students will sign up for The IT Google Classroom and connect to course resources for assignments via Remind Text service.

- Students will create a school Twitter Account and create a public acceptable school profile following OTHS related twitter feeds exclusively.
- Students will register for [Codecademy](#) as an enrichment opportunity for class credit.

File Management:

- Students will organize files with class folders in the school server “H” Drive
- Students will duplicate set of folders and become familiar with share setting via a class folder with the instructor in Google Drive.
- Students will practice backing up files, transferring, and duplicating files between the hard drive and the cloud.

GMail Management:

- Student will become familiar with Gmail settings including the availability of shortcuts, creating labels, auto-filing, cancel-send delay and dual account forwarding.
- Students will learn to create contact lists and groups in Gmail. Students will also learn to use spreadsheets and convert/ import .csv files into the online addressbook.
- Students will become familiar with business email protocol and the features/ purpose of forwarding, CC, and BCC.
- Students will utilize the Google Docs Mail Merge Add-on as an enrichment extension of email to create mass mailing labels.

Time Management:

- Students will set goals for classes and potential GPA using spreadsheet formulas via the instructor’s Time Management Template. Students will also investigate their personal time management with the help of spreadsheet formulas.
- Students will learn graph construction and format via Google spreadsheets.
- Students will evaluate their personal time management comparing the graphs to instructor provided statistics for successful students.

Naviance Management:

- Students will become familiar with managing their Naviance accounts using the Do What You Are survey to save favorite careers for further investigation in the Career Unit that follows.
- Students will use the Journal feature to introduce themselves to next year’s guidance counselor.

Assessments

- Registration in Google Classroom, post/ reply, assignment uploads.
- Remind Registration
- Twitter Registration and Feed Follow
- H Drive and Google Drive Folders
- Gmail Contacts and Groups
- Gmail Practice Message
- Mail Merge Doc
- Time Management Google Spreadsheet
- Google Classroom Time Management Reflection Reply.
- Naviance Do What You Are
- Naviance Journal “About Me” writing assignment
- [Codecademy](#) Class Exercises

	Creativity		Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Mathematics
- Science
- School Counseling

- Language Arts
- Health and Physical Education

Technology Integration

- [Codecademy](#)
- Google Classroom
- Google Sites
- Google Draw
- Google Drive
- Google Docs Add-ons
- Computer Download Options and Zip Files
- Remind Text Service
- Twitter
- Gmail
- Google Spreadsheets
- Naviance Database

Time Frame	3 Weeks
Topic	
Career Unit	
Essential Questions	
<ol style="list-style-type: none"> 1. What role does the student's Spartan Legacy play in enhancing career opportunities? 2. How can Guidance resources provide options for considering career pathways? 3. How do the personal interests of students help when considering scheduling coursework? 4. How can online resources provide extensive exploratory career investigation? 5. Why do students need to begin to explore career requirements and profiles as they enter high school? 6. What resources or steps can be taken to explore educational/ training paths to desired careers? 7. What resources are available to prepare for testing and admission to education/ training beyond high school? 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Students will be able to explore appropriate databases and web resources regarding career choices. ● Students will be able to practically apply spreadsheet formulas to analyze information for educational and personal use. ● Students will be able to use databases and related web resources for making personal decisions regarding career preparation. ● Students will be able to access practice standardized tests for post-secondary work. ● Students will be able to recognize the basic format for public speaking presentation software. ● Students will be develop public speaking understanding for verbal communication in conjunction with presentation software. ● Students will be able to organize a database portfolio of educational and personal information as preparation for a gateway to post-secondary life. 	
Alignment to NJSL	
Technology Standards	
Technology Operations and Concepts:	
8.1.12.A.1 Create a personal digital portfolio which reflects personal and academic interests,	

achievements, and career aspirations by using a variety of digital tools and resources.

8.1.12.A.2 Produce and edit a multi-page digital document for a commercial or professional audience and present it to peers and/or professionals in that related area for review.

8.1.12.A.5 Create a report from a relational database consisting of at least two tables and describe the process, and explain the report results.

Creativity and Innovation:

8.1.12.B.2 Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

Digital Citizenship:

8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

Critical thinking, problem solving, and decision making:

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

Computational Thinking: Programming:

8.2.12.E.1 Demonstrate an understanding of the problem-solving capacity of computers in our world.

ELA Standards

Comprehension and Collaboration:

SL.9-10.1: 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. Collaborate with peers to set rules for discussions (e.g. informal consensus, taking votes on key issues, presentation of alternate views); develop clear goals and assessment criteria (e.g. student developed rubric) and assign 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 various perspectives, summarize points of agreement and disagreement, and justify own views. Make new connections in light of the evidence and reasoning presented.

Production and Distribution of Writing:

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.6: 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.

Conventions:

L.9-10.1: Demonstrate command of the conventions of standard English grammar and usage when writing/speaking.

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Vocabulary Acquisition and Usage:

L.9-10.4: 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.

L.9-10.6: Acquire and use accurately general academic and 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.

21st Century Career Standards

CAEP**Career Preparation:**

9.2.12.C.1 Review career goals and determine steps necessary for attainment.

9.2.12.C.2 Modify Personalized Student Learning Plans to support declared career goals.

9.2.12.C.3 Identify transferable career skills and design alternate career plans.

9.2.12.C.9 Analyze the correlation between personal and financial behavior and employability.

FL**Income and Careers:**

9.1.12.A.3 Analyze the relationship between various careers and personal earning goals.

9.1.12.A.4 Identify a career goal and develop a plan and timetable for achieving it, including educational/training requirements, costs, and possible debt.

Key Concepts and Skills

- Utilize technology to enhance online and in class assignment completion
- Determine Career paths based on personal interests
- Participate in online discussion
- Gather vital career information in order to make informed path decisions
- Analyze data for personal decisions in conjunction with career paths
- Construct appropriate text and graphic project in conjunction with public speaking conventions
- Determine appropriate career preparation via multi-digital resources
- Develop post-secondary test taking skills
- Utilize collaboration in project work
- Revise and construct information for a secondary path in conjunction with personal and career interest

Learning Activities

Career Choice:

- Students will become familiar with managing their Naviance accounts using the Career Interest Profiler to save favorite careers for further investigation.
- Students will investigate a career of choice to [explore a career profile](#) such as preparation, required skills, daily tasks, advancement opportunities, salary levels.

- Students will be able to use spreadsheet formulas to investigate loans and bills related to a career of choice using the instructor provided Loans and Bill calculator templates.

College/ Training Investigation:

- Students will use the Naviance SuperMatch College Search to pin, save lists, and add favorites to Naviance Colleges I'm Thinking About favorites.
- Students will investigate 1 college/ training program of choice using Naviance, the SAT/ ACT Home, and individual college/ training sites to gather information for a Google presentation practice file.
- Students will access and practice post-secondary SAT, ACT, and public exams for post-secondary programs.
- Students will collaborate on a practice presentation and create public speaking resources as a practice preparation for a public presentation in the Character Unit and Final Exam project

Career Management Portfolio:

- Students will use knowledge gleaned from the Career and College/ Training exercise to create a 9th Grade [Naviance Game Plan](#) that suits current aspirations.
- Students will edit and update their [Naviance Résumé](#) and participate in the Google Classroom thread regarding future intentions for grades 10-12.

Assessments

- [Naviance Career Interest Profiler](#)
- [Naviance](#) Favorite Careers and Clusters
- [Naviance](#) Road Trip Nation Archive/ Google Classroom Thread
- [Bills](#) and [Loans](#) Spreadsheet Calculator
- [Career Choice Doc](#)
- Post-secondary Practice Exam ([PSAT](#) [SAT](#) [ACT](#) [Civil Service](#))
- [College Career Presentation](#)
- [Naviance](#) Game Plan
- [Naviance](#) Résumé Update

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- School Counseling
- Language Arts
- Library Science
- Mathematics
- Financial Literacy

Technology Integration

- Google Classroom
- Google Sites
- [Naviance Database](#)
- [Ferguson's Career Guidance Center](#) (Facts on File Database)
- [NJCAN](#)

- [SAT](#) and [ACT](#) Home
- Google Drive
- Google Spreadsheets
- Google Docs
- Google Presentations

Time Frame	5 Weeks
Topic	
Character Unit and Media Project	
Essential Questions	
<ol style="list-style-type: none"> 1. What are the Pillars of Character and how do students see themselves as part of the Spartan Community? 2. How can teens use better problem solving techniques in order to make better choices when faced with typical teen dilemmas? 3. What are effective collaborative methods for team project production? 4. What are basic guidelines for “live” presentation software? 5. How is public speaking used effectively with presentation software? 6. Why is preparation, practice, and feedback vital to the development of the “public-self?” 	
Enduring Understandings	
<ul style="list-style-type: none"> ● Students will be able to identify the Pillars of Character and apply the relationship to creating a personal Spartan Legacy. ● Students will apply their understanding of the Pillars of Character to making personal choices in daily teen life. ● Students will be able explore common issues face by teens and construct alternative solutions. ● Students will express personal connections for situations relayed via educational digital media. ● Students will develop digital media competency with video and audio software as a device for communicating understanding of the OTHS learning community. ● Students will construct analysis from polls of the current 9th grade IT classes. ● Students will develop narrative writing public speaking skills. ● Students will apply digital media copyright rules to a public project. ● Students will apply collaborative efforts to evaluate team concepts in project based assignments. ● Students will apply online and live classroom techniques learned during the semester to produce a digital media project. 	
Alignment to NJSL	
Technology Standards	
Technology Operations and Concepts:	
8.1.12.A.3 Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.	
8.1.12.A.4 Construct a spreadsheet workbook with multiple worksheets, rename tabs to reflect the data on the worksheet, and use mathematical or logical functions, charts and data from all worksheets to convey the results.	
Communication and Collaboration:	
8.1.12.C.1 Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.	
Digital Citizenship:	
8.1.12.D.1 Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.	
8.1.12.D.5 Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.	
Research and Information Fluency:	

8.1.12.E.1 Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

8.1.12.E.2 Research and evaluate the impact on society of the unethical use of digital tools and present your research to peers.

Critical thinking, problem solving, and decision making:

8.1.12.F.1 Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

ELA Standards

Comprehension and Collaboration:

SL.9-10.2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

SL.9-10.4: Present information, findings and supporting evidence clearly, concisely, and logically. The content, organization, development, and style are appropriate to task, purpose, and audience.

Presentation of Knowledge and Ideas:

SL.9-10.4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

SL.9-10.5: 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.

Text Types and Purposes:

W.9-10.2: 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.

- 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.
- Use appropriate and varied transitions to link the major sections of the text, create cohesion, and clarify the relationships among complex ideas and concepts.
- Use precise language and domain-specific vocabulary to manage the complexity of the topic.
- Establish and maintain a style and tone appropriate to the audience and purpose (e.g. formal and objective for academic writing) while attending to the norms and conventions of the discipline in which they are writing.
- 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).

W.9-10.3: Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.

- Engage and orient the reader by setting out a problem, situation, or observation, establishing one or multiple point(s) of view, and introducing a narrator and/or characters; create a smooth progression of experiences or events.
- Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.
- Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.
- Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.
- Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative

Production and Distribution of Writing:

W.9-10.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.

W.9-10.5: 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.

W.9-10.6: Use technology, including the Internet, to produce, share, and update 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:

W.9-10.7: 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.

W.9-10.8: 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 (MLA or APA Style Manuals).

Range of Writing:

W.9-10.10: Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audiences.

Conventions:

L.9-10.2: Demonstrate command of the conventions of standard English capitalization, punctuation, and spelling when writing.

Effective Language Use:

L.9-10.3: Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.

Vocabulary Acquisition and Usage:

L.9-10.6: Acquire and use accurately general academic and 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.

Key Concepts and Skills

- Delineate the values of Pillars of Character within social and educational context
- Apply acceptable public communication conventions while using social media
- Critical thinking for alternative proactive solutions common dilemmas
- Public speaking software format and narrative guidelines
- Graph construction from online Polls of current OTHS IT classes
- Apply simultaneous collaboration online and live in the classroom to enhance project development
- Navigate the "cloud" to utilize resources for a digital media project
- Evaluate team collaboration
- Evaluate peer projects based on instructional criteria

Learning Activities

- Students will become familiar with the [Pillars of Character](#) and express personal views regarding individual strength and weaknesses as well as the overall school community in a Google Classroom discussion thread.
- Students will view and analyze "[What Would You Do?](#)" scenarios and ethical dilemmas to propose alternate solutions based on the Pillars of Character.
- Students will create a collaborative Google Presentation based on [Daily Dilemmas](#) faced by teens that follows presentation conventions for format and public speaking for a live presentation in class.
- Students will peer evaluate Daily Dilemma Presentations.
- Students will create A Spartan Legacy collaborative [digital media \(.mp4\) project](#) that requires

research, narration, digital images, and an audio music track to identify, define, critique, and propose a “call to action” regarding a Pillar of Character in the school community.

- Students will assess the collaborative experience using a self reflection and peer evaluation using Google Forms.
- Students will peer-evaluate final movies for each group based on the [instructor’s grading criteria](#).

Assessments

Google Classroom “What Would You Do?” discussion thread

- Ethical Dilemmas Google Classroom Discussion formative thread
- Daily Dilemma Presentations Construction
- Daily Dilemma Presentation Individual Public Speaking
- Media Project [Planning Sheet](#)
- Media Project [Research Doc](#)
- Media Project MLA [Bibliography](#)
- [Media Project .mp4](#)
- Google Form Partner Evaluations
- Google Forms Digital Media Peer Evaluations

X	Creativity	X	Critical Thinking	X	Communication	X	Collaboration
X	Life & Career Skills	X	Information Literacy	X	Media Literacy		

Interdisciplinary Connections

- Arts and Media
- Language Arts
- Social Studies
- Mathematics
- Science
- Library Science

Technology Integration

- Google Classroom
- Google Drive
- Do What You Are .mp4’s
- Google Presentations
- Google Docs
- Google Forms
- Google Sites
- Google Draw
- Windows Movie Maker
- iMovie
- Adobe After Effects
- Audacity
- Garageband
- Smartphones
- Digital Recorders

DEPARTMENT: Language Arts

SEMESTER COURSE: Instructional Technology