



Township of Ocean Schools

Assistant Superintendent
Office of Teaching and Learning

SPARTAN MISSION:

Meeting the needs of all students with a proud tradition of academic excellence.

DEPARTMENT English

COURSE Instructional Technology

Curriculum Development Timeline

School: Ocean Township High School

Course: Instructional Technology

Department: English

Board Approval	Supervisor	Notes
May 2009	Jayne VanNosdall	Born Date
July 2015	Jayne VanNosdall	Revisions
August 2017	Valerie Sorce	Revisions
August 2019	Ian Schwartz	Review
August 2022	Ian Schwartz	Alignment to Standards
August 2024	Ian Schwartz	Updated to include New State Mandates

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Township of Ocean Pacing Guide			
Week	Marking Period 1	Week	Marking Period 3
1	Formal Writing Unit	11	Career Unit
2	Formal Writing Unit	12	Career Unit
3	Formal Writing Unit	13	Career Unit
4	Formal Writing Unit	14	Career Unit
5	Formal Writing Unit	15	Career Unit
Week	Marking Period 2	Week	Marking Period 4
6	Connections Unit	16	Character Unit/Media Project
7	Connections Unit	17	Character Unit/Media Project
8	Connections Unit	18	Character Unit/Media Project
9	Connections Unit	19	Character Unit/Media Project
10	Connections Unit	20	Character Unit/Media Project

Core Instructional & Supplemental Materials including various levels of Texts

[Instructional Technology Homepage](#)

[How and When to Cite Sources](#)

[Time Management Resources](#)

[College Search Resources](#)

[Career Choice Research Resources](#)

[Ebscohost/Library Databases for Research](#)

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Time Frame	5 Weeks
Topic	
<u>Formal Writing Unit</u>	
Alignment to Standards	
W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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; 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 aid in 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 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. F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic). W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience. W.WR.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.SE.9-10.6 Gather relevant information from multiple authoritative print and digital	

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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).

W.RW.9-10.7 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.

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

SL.PI.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.

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or style, and to comprehend more fully when reading, writing, speaking or listening.

A. 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.

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

C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

L.VL.9-10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, 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 a 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).

C. 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).

D. 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.

E. 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).

Learning Objectives and Activities

SWBAT answer the following questions:

- What is the responsibility of a “learner” in the expanding world of technology?

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- How can learners enhance their ability to communicate and affect their own learning environment?
- What are the standard conventions to follow for formal research and writing?
- Why does database research supersede web searches for formal writing?
- What are the learners' responsibilities regarding crediting information?
- What individual and collaborative tools are useful for gathering, drafting , and editing a formal document?

SWBAT demonstrate understanding of the following:

- 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.

Learning Activities:

- 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.
- Communication 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](#)

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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 in their Google Drive.
 - 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

Formative 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](#)

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Alternative:

Observation of class/online discussions
Digital platform assessments

Summative Assessment:

[Practice Paper](#)

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Students will engage in critical thinking and collaboration with peers to formulate and research an original question or problem:

9.4.12.CI.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

9.4.12.CT.1: Identify problem-solving strategies used in the development of an innovative product or practice (e.g., 1.1.12acc.C1b, 2.2.12.PF.3). • 9.4.12.CT.2: Explain the potential benefits o

Technology Integration

Utilize and evaluate online tools' value for construction and collaboration of formal documents:

9.4.12.IML.2: Evaluate digital sources for timeliness, accuracy, perspective, credibility of the source, and relevance of information, in media, data, or other resources.

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

Students will use Google Classroom to participate in an online classroom discussion utilizing pre-learned etiquette about blended learning platforms.

9.4.12.TL.4: Collaborate in online learning communities or social networks or virtual worlds to analyze and propose a resolution to a real-world problem.

[Naviance Database](#)

Google Classroom

Google Sites

Google Drive

OTHS Library Subscription Databases

Google Search and [Advanced Search](#)

Google Docs

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[Kahoot](#)

Google Comment/ Collaboration Tools

Chrome Thesaurus Add-on

Google Easy Accents Add-on

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

Time Frame

5 Weeks

Topic

Connections Unit

Alignment to Standards

SL.PE.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.

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.

SL.AS.9-10.6 Adapt speech to a variety of contexts and tasks, demonstrating command of formal English.

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L.SS.9-10.1 Demonstrate command of the system and structure of the English language 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.

C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses.

D. Use a colon to introduce a list or quotation.

E. Recognize spelling conventions.

Learning Objectives and Activities

SWBAT answer the following questions:

- What kinds of resources are available to “learners” in order to stay “connected” to the instructor’s curriculum?
- How can “learners” organize and protect their coursework?
- What are the responsibilities for “learners” regarding communication with peers and superiors?
- How can learners maximize their use of time to create a better legacy in school and the workplace?
- How did students arrive at this “place and time” . . . how do they see themselves now before investigating where they want to “go?”
- Why is coding familiarity a useful tool for all learners?

SWBAT demonstrate understanding of the following:

- 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

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mailing options.

- Students will be able to use spreadsheets for simple and advanced 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.

Learning Activities:

- 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.
- 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 a set of folders and become familiar with share settings 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:
 - Students will become familiar with Gmail settings including the availability of shortcuts, creating labels, auto-filing, cancel-send delay

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- 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 address book.
- 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

Formative 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

Alternative:

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- Observation of class/online discussions
- Digital platform assessments

Summative Assessment:

Time management charts/graphs

Interdisciplinary Connections

Computer Coding Activities:

8.1.12.AP.7: Collaboratively design and develop programs and artifacts for broad audiences by incorporating feedback from users.

8.1.12.AP.8: Evaluate and refine computational artifacts to make them more usable and accessible.

8.1.12.AP.9: Collaboratively document and present design decisions in the development of complex programs.

Career Readiness, Life Literacies, and Key Skills

Technology Integration

Students will explore digital tools and build knowledge about their capabilities and functions:

9.4.12.TL.1: Assess digital tools based on features such as accessibility options, capacities, and utility for accomplishing a specified task (e.g., W.11-12.6.).

9.4.12.TL.2: Generate data using formula-based calculations in a spreadsheet and draw conclusions about the data.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

Time Frame

5 Weeks

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Topic
Career Unit
Alignment to Standards
SL.PE.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. 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. L.SS.9-10.1 Demonstrate command of the system and structure of the English language 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. C. Use a semicolon (and perhaps a conjunctive adverb) to link two or more closely related independent clauses. D. Use a colon to introduce a list or quotation. E. Recognize spelling conventions. L.VL.9-10.3 Determine or clarify the meaning of unknown and multiple-meaning words and phrases based on grades 9–10 reading and content, including technical meanings, 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 a clue to the meaning of a word or phrase. B. Identify and correctly use patterns of word changes that indicate different

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meanings or parts of speech (e.g., analyze, analysis, analytical; advocate, advocacy).
C. 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).
D. 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.
E. 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).

Learning Objectives and Activities

SWBAT answer the following questions:

- What role does the student's Spartan Legacy play in enhancing career opportunities?
- How can Guidance resources provide options for considering career pathways?
- How do the personal interests of students help when considering scheduling coursework?
- How can online resources provide extensive exploratory career investigation?
- Why do students need to begin to explore career requirements and profiles as they enter high school?
- What resources or steps can be taken to explore educational/ training paths to desired careers?
- What resources are available to prepare for testing and admission to education/ training beyond high school?

SWBAT demonstrate understanding of the following:

- 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 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.

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Learning Activities:

- 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

- 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

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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

Formative Assessments:

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

Alternative:

- Observation of class/online discussions
- Digital platform assessments

Summative Assessment:

- [College Career Presentation](#)

Interdisciplinary Connections

Career Readiness, Life Literacies, and Key Skills

Naviance Learning Style Survey and Career Research:

9.2.12.CAP.4: Evaluate different careers and develop various plans (e.g., costs of public, private, training schools) and timetables for achieving them, including educational/training requirements, costs, loans, and debt repayment.

9.2.12.CAP.5: Assess and modify a personal plan to support current interests and postsecondary plans.

9.2.12.CAP.6: Identify transferable skills in career choices and design alternative career plans based on those skills.

9.2.12.CAP.7: Use online resources to examine licensing, certification, and credentialing requirements at the local, state, and national levels to maintain compliance with industry requirements in areas of career interest.

9.4.12.CI.2: Identify career pathways that highlight personal talents, skills, and abilities (e.g., 1.4.12.prof.CR2b, 2.2.12.LF.8).

9.4.12.CI.3: Investigate new challenges and opportunities for personal growth,

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advancement, and transition (e.g., 2.1.12.PGD.1).

Technology Integration

Students will edit and update their Naviance Résumé and participate in the Google Classroom thread regarding future intentions for grades 10-12.

9.4.12.DC.6: Select information to post online that positively impacts personal image and future college and career opportunities.

Career Education

CRP1. Act as a responsible and contributing citizen and employee.

CRP2. Apply appropriate academic and technical skills.

CRP6. Demonstrate creativity and innovation.

CRP7. Employ valid and reliable research strategies.

CRP10. Plan education and career paths aligned to personal goals.

Time Frame

5 Weeks

Topic

[Character Unit](#) and [Media Project](#)

Alignment to Standards

W.IW.9-10.2 Write informative/explanatory texts (including the narration of historical events, scientific procedures/ experiments, or technical processes) 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; 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 aid in 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 style and tone appropriate to the audience and purpose (e.g., formal and objective for academic writing) while attending to the norms and

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Office of Teaching and Learning

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conventions of the discipline in which they are writing.

F. Provide a concluding paragraph or section that supports the information or explanation presented (e.g., articulating implications or the significance of the topic).

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

A. 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.

B. Use narrative techniques, such as dialogue, pacing, description, reflection, and multiple plot lines, to develop experiences, events, and/or characters.

C. Use a variety of techniques to sequence events so that they build on one another to create a coherent whole.

D. Use precise words and phrases, telling details, and sensory language to convey a vivid picture of the experiences, events, setting, and/or characters.

E. Provide a conclusion that follows from and reflects on what is experienced, observed, or resolved over the course of the narrative.

W.WP.9-10.4 Develop and strengthen writing as needed by planning, revising, editing, rewriting, trying a new approach; sustaining effort to complete complex writing tasks; seeking out feedback and reflecting on personal writing progress; consulting a style manual (such as MLA or APA Style), focusing on addressing what is most significant for a specific purpose and audience.

W.WR.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.SE.9-10.6 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).

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

SL.PI.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.

SL.UM.9-10.5 Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance findings, reasoning, and evidence and to add interest.

L.KL.9-10.2 Apply knowledge of language to make effective choices for meaning, or

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style, and to comprehend more fully when reading, writing, speaking or listening.
A. 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.
B. Vary word choice and sentence structure to demonstrate an understanding of the influence of language.
C. Demonstrate independence in gathering vocabulary knowledge when considering a word or phrase important to comprehension or expression.

Learning Objectives and Activities

SWBAT answer the following questions:

- What are the Pillars of Character and how do students see themselves as part of the Spartan Community?
- How can teens use better problem solving techniques in order to make better choices when faced with typical teen dilemmas?
- What are effective collaborative methods for team project production?
- What are basic guidelines for “live” presentation software?
- How is public speaking used effectively with presentation software?
- Why is preparation, practice, and feedback vital to the development of the “public-self?”

SWBAT demonstrate understanding of the following:

- 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 to explore common issues faced 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 and 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.

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Learning Activities:

- 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
- 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 Google Slides or Adobe [Spark](#) 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

Formative Assessments:

- Daily Dilemma Presentations Construction
- Daily Dilemma Presentation Individual Public Speaking
- Media Project [Planning Sheet](#)
- Media Project [Research Doc](#)
- Media Project [MLA Bibliography](#)
- Media Project Adobe [Spark](#)
- Google Form Partner Evaluations
- Google Forms Digital Media Peer Evaluations

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Alternative:

- Google Classroom "What Would You Do?" discussion thread
- Ethical Dilemmas Google Classroom Discussion formative thread
- Observation of class discussion

Summative Assessment:

- Spartan Legacy Media Project

Benchmark Assessment

- Objective assessment of course knowledge and skills

Interdisciplinary Connections

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 to explore common issues faced by teens and construct alternative solutions.

2.1.12.EH.1: Recognize one's personal traits, strengths, and limitations and identify how to develop skills to support a healthy lifestyle.

2.1.12.EH.2: Analyze factors that influence the emotional and social impact of mental health illness on the family.

2.1.12.EH.3: Describe strategies to appropriately respond to stressors in a variety of situations (e.g., academics, relationships, shootings, death, car accidents, illness).

2.1.12.EH.4: Analyze and adapt mental and emotional health messages and communication techniques to peers and other specific target audience (e.g., dimensions of health).

Career Readiness, Life Literacies, and Key Skills

Students will reflect and collaborate with peers in order to identify and consider daily dilemmas and challenges faced in teen life:

9.4.12.Cl.1: Demonstrate the ability to reflect, analyze, and use creative skills and ideas (e.g., 1.1.12prof.CR3a).

Technology Integration

Students will design surveys of students in IT classes, and use digital tools to analyze, model, and share their findings:

9.4.12.IML.3: Analyze data using tools and models to make valid and reliable claims, or to determine optimal design solutions (e.g., S-ID.B.6a., 8.1.12.DA.5, 7.1.IH.IPRET.8)

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Career Education

- CRP1.** Act as a responsible and contributing citizen and employee.
- CRP2.** Apply appropriate academic and technical skills.
- CRP6.** Demonstrate creativity and innovation.
- CRP7.** Employ valid and reliable research strategies.

Modifications (ELL, Special Education, At-Risk Students, Gifted & Talented, & 504 Plans)

ELL:

- Work toward longer passages as skills in English increase
- Use visuals
- Introduce key vocabulary before lesson
- Teacher models reading aloud daily
- Provide peer tutoring
- Use of Bilingual Dictionary
- Guided notes and/or scaffold outline for written assignments
- Provide students with English Learner leveled readers.

Supports for Students With IEPs:

- Allow extra time to complete assignments or tests
- Guided notes and/or scaffold outline for written assignments
- Work in a small group
- Allow answers to be given orally or dictated
- Use large print books, Braille, or books on CD (digital text)
- Follow all IEP modifications

At-Risk Students:

- Guided notes and/or scaffold outline for written assignments
- Introduce key vocabulary before lesson
- Work in a small group
- Lesson taught again using a differentiated approach
- Allow answers to be given orally or dictated
- Use visuals / Anchor Charts
- Leveled texts according to ability

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Gifted and Talented:

- Create an enhanced set of introductory activities (e.g. advance organizers, concept maps, concept puzzles)
- Provide options, alternatives and choices to differentiate and broaden the curriculum
- Organize and offer flexible small group learning activities
- Provide whole group enrichment explorations
- Teach cognitive and methodological skills
- Use center, stations, or contracts
- Organize integrated problem-solving simulations
- Propose interest-based extension activities
- Expose students to beyond level texts.

Supports for Students With 504 Plans:

- Follow all the 504 plan modifications
- Text to speech/audio recorded selections
- Amplification system as needed
- Leveled texts according to ability
- Fine motor skill stations embedded in rotation as needed
- Modified or constrained spelling word lists
- Provide anchor charts with high frequency words and phonemic patterns

