

# Perris Union High School District Course of Study

A. COURSE INFORMATION		
<b>Course Title:</b> <div style="border: 1px solid black; padding: 2px; margin-bottom: 5px;">Digital Skills</div> <input type="checkbox"/> New <input checked="" type="checkbox"/> Revised	<b>Subject Area:</b> <input type="checkbox"/> Social Science <input type="checkbox"/> English <input type="checkbox"/> Mathematics <input type="checkbox"/> Laboratory Science <input type="checkbox"/> World Languages <input type="checkbox"/> Visual or Performing Arts <input type="checkbox"/> College Prep Elective <input checked="" type="checkbox"/> Other	<b>Grade Level</b> <input checked="" type="checkbox"/> MS <input type="checkbox"/> HS <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
<b>If revised previous course name if changed</b> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">Keyboarding</div>	<b>Is this classified as a Career Technical Education course?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Transcript Course Code/Number:</b> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;">108010</div> (To be assigned by Educational Services)	<b>Required for Graduation:</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	
<b>Meets UC/CSU Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Credential Required to teach this course:</b> <i>Supplemental authorization: Computer Concepts + application</i> <div style="border: 1px solid black; padding: 2px; margin-top: 5px;"> <i>Single Subject: ITE in Math</i>  <i>Single Subject Cred: Business</i> </div> <i>To be completed by Human Resources only.</i> <i>Supplemental authorization - Computer Science</i>	
<b>Was this course <u>previously approved by UC</u> for PUHSD?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No (Will be verified by Ed Services)	<div style="border: 1px solid black; padding: 5px; margin-top: 5px;"> <div style="display: flex; justify-content: space-between;"> <div style="width: 60%;"><i>[Signature]</i></div> <div style="width: 35%; text-align: right;">5/25/18</div> </div> <div style="display: flex; justify-content: space-between; margin-top: 5px;"> <div style="width: 60%;">Signature</div> <div style="width: 35%; text-align: right;">Date</div> </div> </div>	
<b>Meets "AP" Requirements?</b> <input type="checkbox"/> Yes <input checked="" type="checkbox"/> No	<b>Meets "Honors" Requirements?</b> <input type="checkbox"/> Yes <input type="checkbox"/> No	
<b>Submitted by:</b> Mark Synnott, Erik Anderson <b>Site:</b> SSC, PMS <b>Date:</b>	<b>Unit Value/Length of Course:</b> <input checked="" type="checkbox"/> 0.5 (half year or semester equivalent) <input type="checkbox"/> 1.0 (one year equivalent) <input type="checkbox"/> 2.0 (two year equivalent) <input type="checkbox"/> Other:	
<b>Approvals</b>	<b>Name/Signature</b>	<b>Date</b>
Director of Curriculum & Instruction	<i>[Signature]</i>	5/22/18
Asst. Superintendent of Educational Services	<i>[Signature]</i>	5.30.18
Governing Board		

<b>Prerequisite(s) (REQUIRED):</b>
None
<b>Corequisite(s) (REQUIRED):</b>
None
<b>Brief Course Description (REQUIRED):</b>
<p>Students will learn how to:</p> <ul style="list-style-type: none"> <li>● Increase typing speed and accuracy using online resources that provide structured practice and real-time feedback.</li> <li>● Create and manage digital content with Google Suite for Education apps, including Gmail, Drive, Docs, Forms, Sheets, Classroom, Slides and Sites.</li> <li>● Build and maintain an online portfolio of completed work within a learning management system.</li> <li>● Be safe online, avoid conflict, and promote positive social interactions through digital citizenship lessons.</li> <li>● Think creatively and work collaboratively to complete project-based assignments that embed the above goals.</li> </ul>

## B. COURSE CONTENT

<p><b>Course Purpose (REQUIRED):</b>  <i>What is the purpose of this course? Please provide a brief description of the goals and expected outcomes. Note: More specificity than a simple recitation of the State Standards is needed.</i></p>
<p>The purpose of this class is to help students achieve mastery of essential digital skills that form the foundation of success in every class wherein use of a Chromebook is required.</p>
<p><b>Course Outline (REQUIRED):</b>  <i>Detailed description of topics covered. All historical knowledge is expected to be empirically based, give examples. Show examples of how the text is incorporated into the topics covered.</i></p>
<ol style="list-style-type: none"> <li>1. <u>KEYBOARDING</u> <ol style="list-style-type: none"> <li>a. Students will learn how to “touch” type through use of online tutorials.           <ol style="list-style-type: none"> <li>i. Students will learn through muscle memory where all keys are on the keyboard, and thereby increase their speed and accuracy.</li> </ol> </li> </ol> </li> <li>2. <u>ONLINE PORTFOLIO</u></li> </ol>

- a. Students will learn how to keep track of their own progress and skill development by creating and managing a complete record of their efforts in class.
- b. Students will organize their portfolio by topic of study.
  - i. For example, there will be a separate section for “Keyboarding”, for “Digital Citizenship”, and for each self-contained, project-based unit.
- c. Students will update their portfolios, on average, several times per week.
  - i. Keyboarding practice will happen every day - lessons and tests will occur frequently.
  - ii. G-suite projects will produce artifacts less quickly (2-3 weeks, on average)
- d. Updates can include captured images (screenshots), video, written response, and links to completed assignments stored elsewhere online
  - i. For example, students may link to slide presentations, documents, and spreadsheets that they complete during Google Suite projects.
  - ii. Keyboarding and Digital Citizenship units primarily will rely on screenshots.

3. DIGITAL CITIZENSHIP

- a. Students will learn many facets of online safety, privacy, and etiquette, by interacting with a group of animated characters as they try to navigate challenging personal and social scenarios.
  - i. Students will participate in If/Then storytelling
    - 1. As the “reader”, they will be able to “choose” what the main character should do next.
    - 2. Students will be required ultimately to explore all possible answers, so that they they can see the different results that accrue on the basis of different choices.
    - 3. This exposure will also prepare them well for the following unit, wherein they will create their own “If/Then” story.
- b. Students also participate periodically in games designed to challenge them to respond quickly and correctly to various scenarios about which they have just been studying.

4. GOOGLE SUITE FOR EDUCATION

- a. Students will learn the basics and some advanced features of many different Google Suite for Education Apps - all within the context of project-based lessons that emphasize collaboration, creativity, empathy, analysis, and problem-solving.
  - i. Apps include Google Mail, Drive, Docs, Forms, Sheets, Slides, Sites, Draw, and Classroom.
  - ii. Students will become adept at file creation, organization, and online sharing/collaborating.
  - iii. Students will also reinforce throughout these projects their developing skills in keyboarding and digital citizenship.

5. HOW THE INTERNET WORKS

- a. Students will watch a series of short, engaging videos that teach them specific concepts about how information physically moves through the Internet.
- b. Students will also learn how to take notes in digital format while watching the videos, in an environment that timestamps each of their entries, so that they can re-watch any segment of the video by simply clicking on the note they made.
- c. Students will participate in peer discussions; write short responses to questions prompts, and engage in whole-class quizzes they take with their devices.

**Writing Assignments (REQUIRED):**

*Give examples of the writing assignments and the use of critical analysis within the writing assignments.*

- Written reflection at the end of each Google Suite project (8 total).
  - Students will reflect on:

- Skills they learned/gained from doing the project
  - Problems they may have encountered, and solutions they discovered
  - Possible applications of their work beyond the scope of the classroom
- Written reflections at the end of each Digital Citizenship lesson (8 total).
  - Students will reflect on:
    - The relevance of each lesson to their own personal lives
    - The best and worst possible ways to handle each scenario
    - Possible solutions not mentioned in the lessons
    - Who is the best person(s) / what are the best resources to look for in each situation?

### INSTRUCTIONAL MATERIALS (REQUIRED)

#### Textbook #1

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

#### Textbook #2

Title:	Edition:
Author:	ISBN:
Publisher:	Publication Date:
Usage: <input type="checkbox"/> Primary Text <input type="checkbox"/> Read in entirety or near	

**Supplemental Instructional Materials** *Please include online, and open source resources if any.*

TYPING  
[www.typingclub.com](http://www.typingclub.com)  
<http://thetypingcat.com/>  
<https://www.ratatype.com/>  
<https://www.nitrotype.com/>  
<http://zty.pe/>

DIGITAL CITIZENSHIP

<https://www.digitalcompass.org/game/index.html>

#### APPLIED DIGITAL SKILLS

<https://applieddigitalskills.withgoogle.com/c/en/curriculum.html>

#### UNDERSTANDING THE INTERNET

<https://www.khanacademy.org/computing/computer-science/internet-intro/internet-works-intro/v/the-internet-http-and-html>

**Estimated costs for classroom materials and supplies (REQUIRED).** *Please describe in detail.*

If more space is needed than what is provided, please attach backup as applicable.

Cost for class set of textbooks: \$	Description of Additional Costs: All resources for this class can be found for free on the Internet.
Additional costs: \$	
<b>Total cost per class set of instructional materials:</b>	\$0

#### **Key Assignments (REQUIRED):**

*Please provide a detailed description of the Key Assignments including tests, and quizzes, which should incorporate not only short answers but essay questions also. How do assignments incorporate topics? Include all major assessments that students will be required to complete.*

#### KEYBOARDING

1. Online tutorials report typing speed and accuracy at the end of each lesson (100 total).
2. Periodic opportunities to play a game or type an entire passage similarly report typing speed and accuracy.
3. Students will be required to screenshot every report and log it in their online portfolios.

#### ONLINE PORTFOLIOS

1. Students will be required once per week to show evidence of the timely maintenance of their portfolios.

#### DIGITAL CITIZENSHIP

1. Every story (8 total) that students read requires them to think about and make approximately 20 different choices. Each choice registers on a visual map, and how much of any story a student has explored is easily identifiable by the teacher.
2. Students also earn “badges” (6 total) for each story while in game mode, and these are as easily identifiable.
3. Students will be required to screenshot their completed map and badge history for each story and log them in their online portfolios.

#### GOOGLE SUITE FOR EDUCATION APPS

1. The completion of each Google Suite project (8 total), and of each activity within each project (varies), is its own key assignment.
  - a. For example, the “Plan an Event” project breaks down into 6 different activities, each of which will be a “key” assignment:
    - i. Brainstorm and select an event
    - ii. Prepare for event by creating tasks
    - iii. Communicate with planning team members

- iv. Create a logo
- v. Create a flyer
- vi. Build a website to promote your event
- b. The completed project will be a culmination of progress through each of these activities, as it will be for these Google Suite projects (details of each project are in the Pacing Guide):
  - i. If/Then Adventure Story
  - ii. Guide to an Area
  - iii. Plan and Budget
  - iv. Create a Presentation
  - v. Create a Resume
  - vi. Pick the Next Box Office Hit

**HOW THE INTERNET WORKS**

1. Students will submit their notes on each video (4 total) as a separate assignment.
2. Each video culminates with a teacher-created quiz.
  - a. For example, a Kahoot would be one way to implement this.
3. Students will model the transmission of information across networks with physical manipulatives in groups, and be required to answer questions about what is happening under certain conditions.
  - a. For example, a packet might be delayed in transit
  - b. Or, as another example, DNS might produce an error message

**Instructional Methods and/or Strategies (REQUIRED):**

Please list specific instructional methods that will be use.

- Project-based Learning
- Collaborative Learning Groups
- Direct Interactive Instruction
- Computer-based tutorials utilizing approved district online sites and software.
- Guided Instruction
- Directed Discussion
- Socratic Questioning
- Visual demonstrations
- Modeling of digital techniques and methods
- Critical Thinking Strategies

**Assessment Methods and/or Tools (REQUIRED):**

Please list different methods of assessments that will be used.

- Online typing tests and challenges
- Short answer written responses
- Kahoots and similar online, interactive quizzes
- Completed Google Suite projects and component activities - assessed in multiple ways:
  - Informal classroom walkthroughs
  - Direct visual inspection
  - Submission of work online
    - For example, through Google Classroom, or in student’s online portfolio
  - Progress tracking through online “classes” set up by the teacher

- For example, for Google Suite projects, the teacher will set up a “class” online and students will join with a code.
  - Progress on each activity in every project is thus visible to the teacher, for every student.
- Online portfolio maintenance
  - Students will be required to update their portfolios with evidence of completed work at least once per week.
    - Students will practice typing everyday, so updating frequently will be important.
  - Students will be required to update their portfolios at the end of each project/unit.
  - Students will also be required to update their portfolios at the end of each digital citizenship lesson.

### COURSE PACING GUIDE AND OBJECTIVES (REQUIRED)

Day(s)	Objective	Standard(s)	Chapter(s)	Reference
Weeks 1 - 3 (15 days)	<p><b>KEYBOARDING AND ONLINE PORTFOLIOS</b></p> <ol style="list-style-type: none"> <li>1) Students will familiarize themselves with various online typing tutorials, and begin a disciplined practice of typing with all fingers.</li> <li>2) Students will set up and populate an online portfolio with screenshots of achievements and performance results from the online typing tutorials.</li> </ol> <p>The above objectives will persist every day for the remainder of the semester.</p>	<p><b>CALIFORNIA DOE STANDARDS FOR CAREER READY PRACTICE</b></p> <ol style="list-style-type: none"> <li>1. Apply Appropriate Technical Skills and Academic Knowledge. Career-ready individuals readily access and use the knowledge and skills acquired through experience and education. They recognize the value of academic preparation for solving problems, communicating with others, calculating measures, and performing other work-related practices.</li> <li>4. Apply Technology to Enhance Productivity. Career-ready individuals find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring and using new technology.</li> </ol> <p><a href="https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf">[https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf]</a></p>		
Weeks 4 - 6 (14 days)	<p><b>DIGITAL CITIZENSHIP</b></p> <ol style="list-style-type: none"> <li>1) Students will interact with a series of animated stories, each one highlighting a</li> </ol>	<p><b>ISTE STANDARDS FOR STUDENTS</b></p> <ol style="list-style-type: none"> <li>2. Students recognize the rights, responsibilities and opportunities of living, learning and working in an</li> </ol>		

	<p>different aspect of good digital citizenship. By the end of the unit, students will understand, among other things:</p> <ul style="list-style-type: none"> <li>a) The pitfalls of plagiarism</li> <li>b) The importance of protecting one's identity online</li> <li>c) The reality of "digital footprints"</li> <li>d) Creators' rights online</li> <li>e) The difference between "positive" and "negative" online posts.</li> </ul>	<p>interconnected digital world, and they act and model in ways that are safe, legal and ethical. Students:</p> <ul style="list-style-type: none"> <li>a. Cultivate and manage their digital identity and reputation and are aware of the permanence of their actions in the digital world.</li> <li>b. Engage in positive, safe, legal and ethical behavior when using technology, including social interactions online or when using networked devices.</li> <li>c. Demonstrate an understanding of and respect for the rights and obligations of using and sharing intellectual property.</li> <li>d. Manage their personal data to maintain digital privacy and security and are aware of data-collection technology used to track their navigation online.</li> </ul> <p><a href="https://www.iste.org/standards/for-students">[https://www.iste.org/standards/for-students]</a></p> <p><b>CALIFORNIA DOE STANDARDS FOR CAREER READY PRACTICE</b></p> <ul style="list-style-type: none"> <li>7. Act as a responsible citizen in the workplace and the community. Career-ready individuals understand the obligations and responsibilities of being a member of a community and demonstrate this understanding every day through their interactions with others. They are aware of the impacts of their decisions on others and the environment around them, and they think about the short-term and long-term consequences of their actions. They are reliable and consistent in going beyond minimum expectations and in participating in activities that serve the greater good.</li> <li>8. Model integrity, ethical leadership, and effective management. Career-ready individuals consistently act in ways that align with personal and community-held</li> </ul>		
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		<p>ideals and principles. They employ ethical behaviors and actions that positively influence others. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the direction and actions of a team or organization, and they recognize the short-term and long-term effects that management’s actions and attitudes can have on productivity, morale, and organizational culture.</p> <p><a href="https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf">[https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf]</a></p>		
<p>Week 7 (5 days)</p>	<p>GOOGLE SUITE FOR EDUCATION IF-THEN ADVENTURE STORY</p> <p>In this unit, learners create an interactive If/Then Adventure Story in Google Slides.</p> <p>By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Collaborate in a document</li> <li>2) Create a slide presentation with a group and digitally share it with others</li> <li>3) Make decisions in groups effectively</li> <li>4) Create an engaging, visually exciting interactive story</li> </ol>	<p>ISTE STANDARDS FOR STUDENTS:</p> <ol style="list-style-type: none"> <li>6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:       <ol style="list-style-type: none"> <li>b. Create original works or responsibly repurpose or remix digital resources into new creations.</li> <li>c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</li> <li>d. Publish or present content that customizes the message and medium for their intended audiences.</li> </ol> </li> </ol> <p><a href="https://www.iste.org/standards/for-students">[https://www.iste.org/standards/for-students]</a></p> <p>CALIFORNIA DOE STANDARDS FOR CAREER READY PRACTICE</p> <ol style="list-style-type: none"> <li>2. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They</li> </ol>		

		<p>are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p>9. Work productively in teams while integrating cultural and global competence. Career-ready individuals contribute positively to every team, as both team leaders and team members. To avoid barriers to productive and positive interaction, they apply an awareness of cultural differences. They interact effectively and sensitively with all members of the team and find ways to increase the engagement and contribution of other members.</p> <p><a href="https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf">[https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf]</a></p>		
<p>Week 8 (5 days)</p>	<p>GOOGLE SUITE FOR EDUCATION GUIDE TO AN AREA</p> <p>In this unit, learners use Google Sheets and My Maps to build an interactive guide to an area. By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Identify and explain common terms and concepts related to spreadsheets.</li> <li>2) Organize and manipulate data in a spreadsheet.</li> <li>3) Break down data, processes, or problems into smaller, manageable parts.</li> <li>4) Write a program to automate a task.</li> </ol>	<p>ISTE STANDARDS FOR STUDENTS</p> <p>5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:</p> <ol style="list-style-type: none"> <li>a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</li> <li>b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</li> <li>c. Break problems into component parts, extract key information, and develop descriptive models</li> </ol>		

		<p>to understand complex systems or facilitate problem-solving.</p> <p>d. Understand how automation works and use algorithmic thinking to develop a sequence of steps to create and test automated solutions.</p> <p><a href="https://www.iste.org/standards/for-students">[https://www.iste.org/standards/for-students]</a></p>		
<p>Week 9 (3 days)</p>	<p><b>GOOGLE SUITE FOR EDUCATION SURVEYS AND QUESTIONNAIRES</b></p> <p>In this unit, learners use Google Forms to create a survey or questionnaire, and view the collected data.</p> <p>By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Brainstorm questions, the answers to which will provide relevant information about a topic of interest.</li> <li>2) Create a new Google Form.</li> <li>3) Populate the Form with content.</li> <li>4) Change settings of the Form, if necessary.</li> <li>5) View, share and analyze the results of the Form.</li> </ol>	<p><b>ISTE STANDARDS FOR STUDENTS</b></p> <ol style="list-style-type: none"> <li>3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others. <ol style="list-style-type: none"> <li>b. evaluate the accuracy, perspective, credibility and relevance of information, media, data or other resources</li> <li>d. build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</li> </ol> </li> </ol> <p><a href="https://www.iste.org/standards/for-students">[https://www.iste.org/standards/for-students]</a></p> <p><b>CALIFORNIA DOE STANDARDS FOR CAREER READY PRACTICE</b></p> <ol style="list-style-type: none"> <li>11. Employ valid and reliable research strategies. Career-ready individuals employ research practices to plan and carry out investigations, create solutions, and keep abreast of the most current findings related to workplace environments and practices. They use a reliable research process to search for new information and confirm the validity of sources when considering the use and adoption of external information or practices.</li> </ol> <p><a href="https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf">[https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf]</a></p>		

<p>Weeks 10 - 12 (15 days)</p>	<p><b>GOOGLE SUITE FOR EDUCATION</b> <b>PLAN AN EVENT</b></p> <p>In this unit, learners use the Google Suite to choose and organize an event. By the end of this unit, learners will be able to:</p> <ol style="list-style-type: none"> <li>1) Collaborate digitally in a shared document.</li> <li>2) Apply basic and advanced formatting options to a document, spreadsheet, and drawing application.</li> <li>3) Organize and sort data in a spreadsheet.</li> <li>4) Create a digitally shared calendar.</li> <li>5) Compose and reply to emails, format email messages, and share attachments.</li> <li>6) Create and publish a website.</li> </ol>	<p><b>ISTE STANDARDS FOR STUDENTS</b></p> <ol style="list-style-type: none"> <li>3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.       <ol style="list-style-type: none"> <li>b. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</li> <li>c. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</li> </ol> </li> <li>4. Students use a variety of technologies within a design process to identify and solve problems by creating new, useful or imaginative solutions.       <ol style="list-style-type: none"> <li>b. Select and use digital tools to plan and manage a design process that considers design constraints and calculated risks.</li> </ol> </li> </ol> <p><a href="https://www.iste.org/standards/for-students">[https://www.iste.org/standards/for-students]</a></p> <p><b>CALIFORNIA DOE STANDARDS FOR CAREER READY PRACTICE</b></p> <ol style="list-style-type: none"> <li>10. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.</li> </ol> <p><a href="https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflver.pdf">[https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflver.pdf]</a></p>		
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<p>Week 13 (5 days)</p>	<p><b>HOW THE INTERNET WORKS</b></p> <p>In this unit, learners familiarize themselves the nuts and bolts of how information is processed over networks.</p> <p>By the end of this unit, students will be able to demonstrate knowledge of:</p> <ol style="list-style-type: none"> <li>1) The electrical/binary nature of digital information.</li> <li>2) The differences between wired and wireless connections of devices</li> <li>3) Internet protocol (HTTP)</li> <li>4) DNS servers</li> <li>5) Packets and routers</li> </ol>	<p><b>CALIFORNIA DOE K-12 COMPUTER SCIENCE STANDARDS</b></p> <p><b>6-8.NI.4</b> Model the role of protocols in transmitting data across networks and the Internet.</p> <p>Protocols are rules that define how messages between computers are sent. They determine how quickly and securely information is transmitted across networks, as well as how to handle errors in transmission. Students model how data is sent using protocols to choose the fastest path and to deal with missing information. Knowledge of the details of how specific protocols work is not expected. The priority at this grade level is understanding the purpose of protocols and how they enable efficient and errorless communication.</p> <p>For example, students could devise a plan for sending data representing a textual message and devise a plan for resending lost information.</p> <p>Alternatively, students could devise a plan for sending data to represent a picture, and devise a plan for interpreting the image when pieces of the data are missing.</p> <p>Additionally, students could model the speed of sending messages by Bluetooth, Wi-Fi, or cellular networks and describe ways errors in data transmission can be detected and dealt with.</p> <p><a href="https://www.cde.ca.gov/be/st/ss/computerscicontentstds.asp">[https://www.cde.ca.gov/be/st/ss/computerscicontentstds.asp]</a></p>		
<p>Week 14 (2 days)</p>	<p><b>GOOGLE SUITE FOR EDUCATION</b></p> <p><b>CREATE A PRESENTATION</b></p> <p>In this unit, students create a presentation in Google Slides to</p>	<p><b>ISTE STANDARDS FOR STUDENTS</b></p> <p>6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:.</p>		

	<p>communicate to an audience about a topic. By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Create a Google Slides presentation that includes text, images, and animations to communicate information about a specific topic.</li> </ol>	<ol style="list-style-type: none"> <li>b. Create original works or responsibly repurpose or remix digital resources into new creations.</li> <li>c. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</li> <li>d. Publish or present content that customizes the message and medium for their intended audiences.</li> </ol> <p><a href="https://www.iste.org/standards/for-students">[https://www.iste.org/standards/for-students]</a></p> <p>CALIFORNIA DOE STANDARDS FOR CAREER READY PRACTICE</p> <ol style="list-style-type: none"> <li>2. Communicate clearly, effectively, and with reason.</li> </ol> <p>Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.</p> <p><a href="https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf">[https://www.cde.ca.gov/ci/ct/sf/documents/ctescrpflyer.pdf]</a></p>		
<p>Week 14 (2 days)</p>	<p>GOOGLE SUITE FOR EDUCATION CREATE A RESUME</p> <p>In this unit, students use a Google Docs template to create a resume for a job, scholarship, or extracurricular program. By the end of this unit, students will be able to:</p> <ol style="list-style-type: none"> <li>1) Select a template from Google Docs and modify it</li> </ol>	<p>ISTE STANDARDS FOR STUDENTS</p> <ol style="list-style-type: none"> <li>6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:             <ol style="list-style-type: none"> <li>b. Create original works or responsibly repurpose or remix digital resources into new creations.</li> <li>d. Publish or present content that</li> </ol> </li> </ol>		

	<p>with relevant information and appropriate formatting.</p>	<p>customizes the message and medium for their intended audiences.</p> <p><a href="https://www.iste.org/standards/for-students">[https://www.iste.org/standards/for-students]</a></p> <p>CALIFORNIA DOE STANDARDS FOR CAREER READY PRACTICE</p> <p>3. Develop an education and career plan aligned with personal goals. Career-ready individuals take personal ownership of their educational and career goals and manage their individual plan to attain these goals. They recognize the value of each step in the educational and experiential process, and they understand that nearly all career paths require ongoing education and experience to adapt to practices, procedures, and expectations of an ever-changing work environment. They seek counselors, mentors, and other experts to assist in the planning and execution of education and career plans.</p> <p><a href="https://www.cde.ca.gov/ci/ct/sf/documents/ctescr_pflyer.pdf">[https://www.cde.ca.gov/ci/ct/sf/documents/ctescr_pflyer.pdf]</a></p>		
<p>Weeks 15 - 16 (10 days)</p>	<p>GOOGLE SUITE FOR EDUCATION PLAN AND BUDGET</p> <p>In this unit, learners research and collect data about real-life expenses in Google Sheets. By the end of this unit, learners will be able to:</p> <ol style="list-style-type: none"> <li>1) Utilize a database, such as a spreadsheet, to collect, organize, graph, and analyze data to facilitate problem-solving and decision-making about long-term spending: <ol style="list-style-type: none"> <li>a) Develop a budget</li> <li>b) Finance a car</li> <li>c) Choose a house</li> </ol> </li> </ol>	<p>ISTE STANDARDS FOR STUDENTS</p> <p>3. Students critically curate a variety of resources using digital tools to construct knowledge, produce creative artifacts and make meaningful learning experiences for themselves and others.</p> <ol style="list-style-type: none"> <li>c. Curate information from digital resources using a variety of tools and methods to create collections of artifacts that demonstrate meaningful connections or conclusions.</li> <li>d. Build knowledge by actively exploring real-world issues and problems, developing ideas and theories and pursuing answers and solutions.</li> </ol> <p><a href="https://www.iste.org/standards/for-students">[https://www.iste.org/standards/for-students]</a></p>		

	<p>d) Plan a vacation</p> <p>2) Apply basic formulas (add, subtract) and advanced formulas (example: using =SUMIF to calculate costs) to spreadsheets.</p>	<p>CALIFORNIA DOE STANDARDS FOR CAREER READY PRACTICE</p> <p>5. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.</p> <p><a href="https://www.cde.ca.gov/ci/ct/sf/documents/ctescr_pflyer.pdf">[https://www.cde.ca.gov/ci/ct/sf/documents/ctescr_pflyer.pdf]</a></p>		
<p>Weeks 17 - 18 (9 days)</p>	<p>GOOGLE SUITE FOR EDUCATION PICK THE NEXT BOX OFFICE HIT</p> <p>In this unit, learners use Google Sheets to analyze movie data, then select, market, and pitch a movie using Google Docs, Google Draw, and Google Sites.</p> <p>By the end of this unit, learners will be able to:</p> <ol style="list-style-type: none"> <li>1) Make a decision and justify it based on intuition and data.</li> <li>2) Visualize data using graphs.</li> <li>3) Analyze data using formulas.</li> <li>4) Identify user interests.</li> <li>5) Build persuasive marketing tools.</li> </ol>	<p>ISTE STANDARDS FOR STUDENTS</p> <ol style="list-style-type: none"> <li>5. Students develop and employ strategies for understanding and solving problems in ways that leverage the power of technological methods to develop and test solutions. Students:       <ol style="list-style-type: none"> <li>a. Formulate problem definitions suited for technology-assisted methods such as data analysis, abstract models and algorithmic thinking in exploring and finding solutions.</li> <li>b. Collect data or identify relevant data sets, use digital tools to analyze them, and represent data in various ways to facilitate problem-solving and decision-making.</li> </ol> </li> <li>6. Students communicate clearly and express themselves creatively for a variety of purposes using the platforms, tools, styles, formats and digital media appropriate to their goals. Students:       <ol style="list-style-type: none"> <li>a. Create original works or responsibly repurpose or remix</li> </ol> </li> </ol>		



		<p>digital resources into new creations.</p> <ul style="list-style-type: none"> <li>b. Communicate complex ideas clearly and effectively by creating or using a variety of digital objects such as visualizations, models or simulations.</li> <li>c. Publish or present content that customizes the message and medium for their intended audiences.</li> </ul> <p><a href="https://www.iste.org/standards/for-students">[https://www.iste.org/standards/for-students]</a></p> <p><b>CALIFORNIA DOE STANDARDS FOR CAREER READY PRACTICE</b></p> <ul style="list-style-type: none"> <li>2. Communicate clearly, effectively, and with reason. Career-ready individuals communicate thoughts, ideas, and action plans with clarity, using written, verbal, electronic, and/or visual methods. They are skilled at interacting with others: they are active listeners who speak clearly and with purpose, and they are comfortable with terminology that is common to workplace environments. Career-ready individuals consider the audience for their communication and prepare accordingly to ensure the desired outcome.</li> <li>5. Utilize critical thinking to make sense of problems and persevere in solving them. Career-ready individuals recognize problems in the workplace, understand the nature of the problems, and devise effective plans to solve the problems. They thoughtfully investigate the root cause of a problem prior to introducing solutions. They carefully consider options to solve a problem and, once agreed upon, follow through to ensure the problem is resolved.</li> <li>10. Demonstrate creativity and innovation. Career-ready individuals recommend ideas that solve problems in new and different ways and contribute to the</li> </ul>		
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C. HONORS COURSES ONLY	
Indicate how much this honors course is different from the standard course.	

D. BACKGROUND INFORMATION	
<b>Context for course (optional)</b>	
<b>History of Course Development (optional)</b>	