**Chinle High School Curriculum Guide**

**Grade:** 9th Grade **Subject:** Career Exploration **Timeline:** S2 Week 11 **Date:** March 24-28, 2014

|  |  |  |  |  |  |  |
| --- | --- | --- | --- | --- | --- | --- |
| **Activity:** Compare and Contrast: Schools vs. Workplace, Ethical Courses of Action, Internet Technology, Social Networks, Safe Technological Conduct and Consequences of Illegal and Unethical Use of Information Technology; Guest Speaker: Olin Littleman, Achieve 3000 | | | | | | |
| **PERFORMANCE OBJECTIVES**  **5.0 Demonstrate decision making and critical thinking skills required for career success**  5.1 Identify appropriate methods for problem-solving and decision-making  5.3 Solve problems and make decisions in simulated work-related situations  **6.0 Develop communication skills for public and workplace environments**  6.6 Communicate using written communication skills  6.7 Evaluate and apply techniques for conflict resolution  **8.0 Analyze and develop legal and ethical behaviors**  8.2 Choose ethical courses of action in school and work settings  8.4 Determine rules of safe and appropriate conduct when using the internet and email  8.5 Explain the consequences of illegal and unethical use of information technology  8.7 Identify legal implications of discrimination | | **9.0 Demonstrate technological literacy required in the workplace**  9.1 Utilize technology based research tools to locate and collect information  9.2 Communicate using e-mail, Internet and other technology tools  9.3 Demonstrate computer literacy using word processing, spreadsheet and database software  9.4 Incorporate technology tools to enhance learning, to increase productivity and creativity  **10.0 Analyze how social, organizational and technological systems operate**  10.1 Demonstrate basic knowledge of operations and functions of technology systems  10.2 Identify the uses of technology in industry, education, the political arena, and day-to-day consumer affairs  10.3 Explore the social, ethical, and human issues related to using technology in daily lives  10.4 Identify the effects of societal, economic and technological trends on occupations  10.5 Explore the impact of managing a career in a global economy | | | | |
| **Performance Objectives** | **Learning Targets** | | **Academic Vocabulary** | **Level of Thinking** | **Assessment Options** | **Instructional Resource** |
| **East:**  By the end of this section, we will **identify** legal issues concerning the use of the Internet.  **South:**  We will show that we can do this by:  Evaluating an Internet scenario for legal issues   * Diagnosing potential legal issues. * Recommend action to repair problems found. | **West:**  To know how well we are learning this, we will look for:   * Cooperation from everyone. * Actively listen. * Engage by asking questions. * Being courteous to the guest speaker. * Provide the correct logical diagnosis to the scenarios for legal issues. * Suggested actions to stop problems from reoccurring.   **North:**  It is important for us to judge the legal ramifications of Internet usage so we will prevent potential costly legal issues. | | Ethical  Unethical  Legal  Illegal  Harassment  Discrimination  Integrity  Information Technology  Social Networks  Consequences  Course of Action  Diagnosis  Ramifications | Identify  Recognize  (Knowledge)  Explain  Summarize  (Comprehension)  Interpret  (Application)  Compare  Devise  (Synthesis)  Evaluate  Justify  (Evaluation) | Internet Scenario Rubric | Internet Scenario Worksheet  Pen  Pencils  Computer  Internet  Word Processor  Guest Speakers |
| **Essential Question(s):**  What are legal issues on the Internet?  What are ethical behaviors?  Are legal issues always ethical issues?  Why is it important to evaluate your ethical standing?  How would you justify the recommendations you have given to repair the scenario? | | | | | | |
| **Other Suggested Instructional Resources:**  TAP RUBRIC, Four Sacred Mountains Learning Targets, Internet Scenario | | | | | | |
| **Suggested Strategies:**  Questioning Strategies (Low, Middle, High), Discussion Strategy, Self-Reflection Strategy, Problem-Solving Strategy, Decision-Making Strategy, Researching Strategies and Research-based Instructional Strategy | | | | | | |