

Wyoming Department of Education Required Virtual Education Course Syllabus

Niobrara County School District # 1

Program Name	Wyoming Virtual Academy	Content Area	VE
Course ID	D-OTH-040V1-K	Grade Level	9-12
Course Name	Reaching Your Academic Potential	# of Credits	0.5
SCED Code	19258G0.5011	Curriculum Type	K12 Inc

COURSE DESCRIPTION

Typically a 9-week class: Students learn essential academic skills within the context of their learning style, individual learning environment, and long-term goals. This course helps students develop habits for more successful reading, writing, studying, communication, collaboration, time management, and concentration. It also provides insights into how the brain works when they are learning, and ways to maximize its potential.

WYOMING CONTENT AND PERFORMANCE STANDARDS

STANDARD#	BENCHMARK (Standard/Indicator) Use the Standards and Benchmarks as Spreadsheets
CV12.1.1	College and career-ready students evaluate current knowledge and interests in order to set career goals.
CV12.1.2	College and career-ready students explore careers including outlook, salary, needed training, duties and lifestyle utilizing all available resources including mentors and industry experts.
CV12.1.3	College and career-ready students prepare an educational and career plan to enable them to gain desired knowledge and experience.
CV12.1.4	College and career-ready students demonstrate employability skills that enable them to be responsible and contributing citizens and employees.
CV12.2.1	College and career-ready students communicate clearly, effectively, and with reason.
CV12.2.2	College and career-ready students identify and model integrity, ethical leadership and effective management skills.
CV12.2.3	College and career-ready students work productively in teams while using cultural global competence.
CV12.2.4	College and career-ready students apply safe, legal, and responsible use of information and technology as appropriate to the task.
CV12.3.1	College and career-ready students identify and define authentic problems and significant questions for investigation.
CV12.3.2	College and career-ready students identify trends, forecast possibilities, and explore complex systems and issues.
CV12.3.4	College and career-ready students demonstrate creativity and innovation while considering the environmental, social, and economic impacts of decisions.
CV12.4.4	College and career-ready students precisely follow a complex multistep procedure when performing technical tasks. (*Adapted from CCSS RL.9.3)
CV12.5.2	College and career-ready students productively complete tasks taking constraints, priorities and resources into account.

SCOPE AND SEQUENCE		
UNIT OUTLINE	STANDARD#	OUTCOMES OBJECTIVES/STUDENT CENTERED GOALS
Unit 1: Introduction to the Course Lesson 1: Course Introduction: Reaching Your Academic Potential	0	Differentiate the teen brain from an adult or child's brain. Identify features of the Reaching Your Academic Potential Course such as unit and module structure, topics to be covered, and assignment types.
Unit 1: Introduction to the Course Lesson 2: Thinking About Thinking	0	Recognize the role of brain development in improving academic potential during teen years. Define metacognition. Describe the impact of the development of the brain on thinking, learning, decision-making, and goal-setting. Name principal stages in the physical development of the teen brain noting differences by age and gender. Differentiate between the brain and the mind. Define cognition.
Unit 1: Introduction to the Course Lesson 3: You Have Strengths Lesson 4: Discuss: Introduce Yourself	CV12, 1.1,1.2,1.3, 1.4	Recognize that academic potential is improved by self-awareness. Express the link between current academic practices and potential career opportunities ahead. Define self-efficacy. Identify student's individual characteristics in relation to the concepts mindset and self-efficacy. Recognize potential to improve academically. Define mindset.
Unit 1: Introduction to the Course Lesson 5: Your Choice	0	0
Unit 2: Your Mind and Your Mindset Lesson 1: Defining Intelligence	0	Recognize that multiple definitions of intelligence have existed historically and exist now. Recognize that brain development affects identity. Define intelligence as the ability to learn, often measured by the ability to grasp complex ideas and solve complex problems.

		<p>Express that definitions of intelligence have changed historically over time and vary widely even in current thinking.</p> <p>Recognize areas of the brain according to their major functions.</p> <p>Describe IQ as only one current definition of intelligence.</p>
<p>Unit 2: Your Mind and Your Mindset Lesson 2: Urban Legends of Intelligence and Identity</p>	<p>0</p>	<p>Explain how mindset and views of self-efficacy can affect behavior and outcomes.</p> <p>Define self-efficacy as the belief in one's own abilities to create outcomes that influence one's own life.</p> <p>Explain how mindset can affect success.</p> <p>Define and differentiate talent from skill.</p> <p>Identify urban legends regarding learning, achievement, success, college, and career.</p> <p>Identify widespread "urban legends" about success in learning and name reasons you think they are not true.</p>
<p>Unit 2: Your Mind and Your Mindset Lesson 3: Choice and Consequences, part 1</p>	<p>0</p>	<p>Explain how current choices can affect long-term goals.</p> <p>Describe one hypothetical adult life the student may wish to have.</p> <p>Identify personal choices and actions now that could affect that hypothetical life ahead.</p> <p>Identify individuals in the student's current personal support group.</p> <p>Identify individuals who ought to be part of the student's personal support group during the high school years.</p>
<p>Unit 2: Your Mind and Your Mindset Lesson 4: Choice and Consequences, part 2</p>	<p>0</p>	<p>Describe one hypothetical adult life the student may wish to have.</p> <p>Identify personal choices and actions now that could affect that hypothetical life ahead.</p> <p>Identify individuals in the student's current personal support group.</p>

		Identify individuals who ought to be part of the student's personal support group during your high school years.
Unit 2: Your Mind and Your Mindset Lesson 5: Your Choice	0	0
Unit 3: Learning as Process and Preference Lesson 1: How the Brain Learns	0	Describe fundamental processes of learning within the brain. Explain how the brain processes information. Explain how the brain learns based on the information it processes.
Unit 3: Learning as Process and Preference Lesson 2: Your Own Learning Preferences	0	Complete and analyze the results of a learning preferences assessment. Formulate the implications of one's own learning preferences.
Unit 3: Learning as Process and Preference Lesson 3: Learning Preferences Go to Work	CV12, 1.1,1.2,1.3, 1.4	Identify personal preferences in learning. Identify how personal preferences in learning relate to personal preferences in careers. Describe how learning preferences affect study habits. Describe how learning preferences may affect career choices and professional habits. Discuss how you will use the information you learned about learning preferences. Think about the results of your learning preferences assessment.
Unit 3: Learning as Process and Preference Lesson 4: Discuss: Learning Preferences	0	Formulate the implications of one's own learning preferences.
Unit 4: Effective Work Habits Lesson 1: Do Not Disturb! Avoiding Distractions	0	Explore brain functions related to concentration and distraction. Describe how the brain reacts to distractions. Describe one's own current behavior in relation to concentration and distractions. Recognize that what is distracting varies from person to person.

		<p>Identify one's own chief distractions.</p> <p>Identify concentration strategies to reduce distractions.</p> <p>Identify concentration improvement strategies.</p>
<p>Unit 4: Effective Work Habits Lesson 2: Work Habits for Life</p>	0	<p>Relate learning styles and good work habits in school to habits in the work environment.</p> <p>Evaluate one's own success with past work habits.</p> <p>Identify ways to develop good work habits.</p>
<p>Unit 4: Effective Work Habits Lesson 3: Design Time: Your Space, part 1</p>	CV.12.3.1, 3.2, 3.4	<p>Identify characteristics of good work environments.</p> <p>Recognize the responsibility high school students in general, and online high school students in particular, have in setting up their own work environment.</p> <p>Describe the ideal learning environment that would promote good work habits.</p> <p>Inspect one's own learning environment for potential distractions.</p> <p>Propose and implement a plan to renovate one's own learning environment to minimize distraction and promote learning preferences, such as wall calendars, planners, to-do lists, color coding, and so forth.</p> <p>Design an improvement plan for one's own work environment.</p>
<p>Unit 4: Effective Work Habits Lesson 4: Design Time: Your Space, part 2</p>	0	<p>Design an improvement plan for one's own work environment.</p> <p>Inspect one's own learning environment for potential distractions.</p> <p>Propose and implement a plan to renovate one's own learning environment to minimize distraction and promote learning preferences, such as wall calendars, planners, to-do lists, color coding, and so forth.</p>
<p>Unit 4: Effective Work Habits Lesson 5: Design Time: Your Space, part 3</p>	0	<p>Design an improvement plan for one's own work environment.</p> <p>Inspect one's own learning environment for potential distractions.</p>

		Propose and implement a plan to renovate one's own learning environment to minimize distraction and promote learning preferences, such as wall calendars, planners, to-do lists, color coding, and so forth.
Unit 4: Effective Work Habits Lesson 6: Your Choice	0	0
Unit 5: Memory and Studying for Tests Lesson 1: Memory	0	<p>Explain how the brain processes information and commits it to memory.</p> <p>Explain how the brain commits information to memory.</p> <p>Recognize external factors that can affect memory.</p> <p>Understand the relationship of memory to intelligence.</p> <p>Analyze the stages of memory.</p> <p>Identify different examples of long-term memory.</p> <p>Describe three strategies for memorizing information.</p>
Unit 5: Memory and Studying for Tests Lesson 2: The Purpose of Testing	0	<p>Recognize that tests provide useful information that can be used to improve performance.</p> <p>Explain the value of testing for both teachers and students.</p> <p>Differentiate among various types of tests.</p> <p>Examine the college entrance exams and other high-stakes tests.</p> <p>Describe the components of the SAT.</p>
Unit 5: Memory and Studying for Tests Lesson 3: Test Anxiety	0	<p>Identify different examples of long-term memory.</p> <p>Describe three strategies for memorizing information.</p> <p>Differentiate among various types of tests.</p> <p>Describe the components of the SAT.</p> <p>Explain how test anxiety affects your memory, concentration, and performance.</p>

		<p>Describe the physiological symptoms of, and treatments for, various types of anxiety.</p> <p>Develop a set of coping skills that will help you deal with test anxiety.</p>
<p>Unit 5: Memory and Studying for Tests Lesson 4: Taking a Test? Take a Breath, Part 1</p>	<p>CV12, 1.1, 1.2, 1.3,1.4, CV.12.2.1, 2.2, 2.4, CV.12.3.1, 3.2, 3.4</p>	<p>Create a strategic plan to study for a test by integrating knowledge of learning preferences, memory strategies, study habits, and coping skills.</p> <p>Learn to calculate and monitor GPA.</p> <p>Locate resources within courses to help students prepare for tests (review sheets, previous quizzes, graphic organizers, tables of content, navigation trees).</p> <p>Identify student-created sources for review (notes, previous assignments).</p> <p>Identify online resources that help students prepare for tests.</p> <p>Locate resources within your K12 courses to help you prepare for tests.</p> <p>Evaluate online test-preparation resources.</p> <p>Identify different examples of long-term memory.</p> <p>Describe three strategies for memorizing information.</p> <p>Differentiate among various types of tests.</p> <p>Describe the components of the SAT.</p> <p>Describe the physiological symptoms of, and treatments for, various types of anxiety.</p> <p>Develop a set of coping skills that will help you deal with test anxiety.</p>
<p>Unit 5: Memory and Studying for Tests Lesson 5: Taking a Test? Take a Breath, Part 2</p>	<p>0</p>	<p>Create a strategic plan to study for a test by integrating knowledge of learning preferences, memory strategies, study habits, and coping skills.</p> <p>Learn to calculate and monitor GPA.</p> <p>Locate resources within courses to help students prepare for tests (review sheets, previous quizzes, graphic organizers, tables of content, navigation</p>

		<p>trees).</p> <p>Identify student-created sources for review (notes, previous assignments).</p> <p>Identify online resources that help students prepare for tests.</p> <p>Create a test study plan reflecting ongoing study habits and test-specific review and preparation.</p>
<p>Unit 5: Memory and Studying for Tests Lesson 6: Taking a Test? Take a Breath, Part 3</p>	<p>0</p>	<p>Create a strategic plan to study for a test by integrating knowledge of learning preferences, memory strategies, study habits, and coping skills.</p> <p>Learn to calculate and monitor GPA.</p> <p>Locate resources within courses to help students prepare for tests (review sheets, previous quizzes, graphic organizers, tables of content, navigation trees).</p> <p>Identify student-created sources for review (notes, previous assignments).</p> <p>Identify online resources that help students prepare for tests.</p> <p>Create a test study plan reflecting ongoing study habits and test-specific review and preparation.</p>
<p>Unit 6: Taking Tests Lesson 1: Your Strategy for Tests</p>	<p>0</p>	<p>Develop strategies for coping with test anxiety.</p> <p>Describe the primacy-recency effect.</p> <p>Describe test-taking techniques appropriate for different kinds of questions and different kinds of tests.</p> <p>Identify test-taking strategies for multiple choice, short answer, essay, and performance test items.</p> <p>Identify strategies for taking standardized tests.</p> <p>Identify strategies for time management during tests.</p>
<p>Unit 6: Taking Tests Lesson 2: Academic Integrity on Tests</p>	<p>0</p>	<p>Define academic integrity in testing.</p> <p>Define academic integrity in relation to tests.</p> <p>Identify what factors drive students to cheat.</p>

<p>Unit 6: Taking Tests Lesson 3: Your Own Test Case, Part 1</p>	<p>CV12, 1.1, 1.2, 1.3,1.4</p>	<p>Identify three improvements to be made in studying, test prep, and test taking.</p>
<p>Unit 6: Taking Tests Lesson 4: Your Own Test Case, Part 2</p>	<p>0</p>	<p>Identify three improvements to be made in studying, test prep, and test taking.</p>
<p>Unit 6: Taking Tests Lesson 5: Your Own Test Case, Part 3</p>	<p>0</p>	<p>0</p>
<p>Unit 6: Taking Tests Lesson 6: Your Choice</p>	<p>0</p>	<p>0</p>
<p>Unit 7: Making Decisions and Setting Goals Lesson 1: Making Decisions 101</p>	<p>0</p>	<p>Learn how parts of the brain are involved in decision making.</p> <p>Explore the roles of critical-thinking skills, reasoning skills, and value systems in decision making.</p> <p>Describe the roles of critical thinking, reasoning, and value systems in decision making.</p> <p>Describe strategies that help students faced with difficult decisions.</p> <p>Explain how decisions made now can affect choices and opportunities several years into the future.</p>
<p>Unit 7: Making Decisions and Setting Goals Lesson 2: Setting Goals 101 Lesson 3: Discuss: Setting Goals</p>	<p>0</p>	<p>Explore the processes for making decisions and setting goals.</p> <p>Set a short-term goal for identifying milestones and potential barriers, and for developing plans to achieve milestones and address barriers.</p> <p>Explain that choices made in the short term will set the right path for the long term (e.g., life beyond high school).</p> <p>Describe how formulating goals affects one's achievement of goals.</p> <p>Identify factors that prevent people from reaching their goals (fear, insecurity, overconfidence, belief that goal is too big or too distant).</p> <p>Describe the relationship between short-term and long-term goals.</p> <p>Describe real or imagined barriers to student goals.</p>

		<p>Define the concept of milestones in one's path to reach a goal.</p>
<p>Unit 7: Making Decisions and Setting Goals Lesson 4: Making Goals Real, Part 1</p>	<p>CV12.1.1, 1.2, 1.3, 1.4</p>	<p>Set a short-term goal for identifying milestones and potential barriers, and for developing plans to achieve milestones and address barriers.</p> <p>Describe the roles of critical thinking, reasoning, and value systems in decision making.</p> <p>Explain how decisions made now can affect choices and opportunities several years into the future.</p> <p>Describe how formulating goals affects one's achievement of goals.</p> <p>Describe the relationship between short-term and long-term goals.</p> <p>Identify one short-term academic or personal goal.</p> <p>Identify one long-term academic or personal goal.</p> <p>Identify how these goals relate to hypothetical career choices.</p> <p>Identify and evaluate experiential activities (summer programs, internships, and so forth) related to both the short-term and long-term goals.</p> <p>Develop a list of milestones associated with the long-term goal.</p> <p>List potential barriers to reaching one's goal.</p> <p>Create a plan to address the potential barriers to one's goal.</p>
<p>Unit 7: Making Decisions and Setting Goals Lesson 5: Making Goals Real, Part 2</p>	<p>0</p>	<p>Set a short-term goal for identifying milestones and potential barriers, and for developing plans to achieve milestones and address barriers.</p> <p>Identify one short-term academic or personal goal.</p> <p>Identify one long-term academic or personal goal.</p> <p>Identify how these goals relate to hypothetical career choices.</p> <p>Identify and evaluate experiential activities (summer programs, internships, and so forth)</p>

		<p>related to both the short-term and long-term goals.</p> <p>Develop a list of milestones associated with the long-term goal.</p> <p>List potential barriers to reaching one's goal.</p> <p>Create a plan to address the potential barriers to one's goal.</p>
<p>Unit 7: Making Decisions and Setting Goals Lesson 6: Making Goals Real, Part 3</p>	<p>0</p>	<p>Set a short-term goal for identifying milestones and potential barriers, and for developing plans to achieve milestones and address barriers.</p> <p>Identify one short-term academic or personal goal.</p> <p>Identify one long-term academic or personal goal.</p> <p>Identify how these goals relate to hypothetical career choices.</p> <p>Identify and evaluate experiential activities (summer programs, internships, and so forth) related to both the short-term and long-term goals.</p> <p>Develop a list of milestones associated with the long-term goal.</p> <p>List potential barriers to reaching one's goal.</p> <p>Create a plan to address the potential barriers to one's goal.</p>
<p>Unit 7: Making Decisions and Setting Goals Lesson 7: Your Choice</p>	<p>0</p>	<p>0</p>
<p>Unit 8: The Career Ahead Lesson 1: Career Choices and the Brain</p>	<p>0</p>	<p>Define the specialized functions of the right and left hemispheres of the brain.</p> <p>Identify the specialized functions of the brain's right and left hemispheres.</p> <p>Describe how the functioning of the brain's hemispheres relates to certain tasks and activities.</p> <p>Recognize psychological, financial, and personal rewards and sacrifices associated with different careers.</p>
<p>Unit 8: The Career Ahead Lesson 2: Career Choices and Rewards</p>	<p>0</p>	<p>Recognize psychological, financial, and personal rewards and sacrifices associated with different careers.</p>

		<p>Recognize that many of an individual's abilities can be applied across a wide variety of careers.</p> <p>Recognize the personal, familial, social, psychological, and financial rewards and sacrifices associated with different careers.</p>
<p>Unit 8: The Career Ahead Lesson 3: Career Interests, Part 1</p>	<p>0</p>	<p>Recognize psychological, financial, and personal rewards and sacrifices associated with different careers.</p> <p>Following a career interests assessment, begin investigation of careers of potential interest identified.</p> <p>Identify your Holland Code and potential career interests.</p> <p>Analyze and evaluate suggested occupations.</p> <p>Determine the salaries or wages associated with suggested careers.</p> <p>Determine the education requirements of suggested careers.</p> <p>Create a hypothetical "day in the life" for a person following one of the careers identified.</p>
<p>Unit 8: The Career Ahead Lesson 4: Career Interests, Part 2</p>	<p>0</p>	<p>Recognize psychological, financial, and personal rewards and sacrifices associated with different careers.</p> <p>Following a career interests assessment, begin investigation of careers of potential interest identified.</p> <p>Identify your Holland Code and potential career interests.</p> <p>Analyze and evaluate suggested occupations.</p> <p>Determine the salaries or wages associated with suggested careers.</p> <p>Determine the education requirements of suggested careers.</p> <p>Create a hypothetical "day in the life" for a person following one of the careers identified.</p>

<p>Unit 8: The Career Ahead Lesson 5: Your Choice</p>	<p>0</p>	<p>0</p>
<p>Unit 9: Focus on Reading Lesson 1: Reading and the Brain</p>	<p>0</p>	<p>Understand how the brain functions during reading.</p> <p>Explain the difficulties of the reading task.</p> <p>Describe the relationship of concentration and distraction to the task of reading.</p>
<p>Unit 9: Focus on Reading Lesson 2: Reading and You</p>	<p>0</p>	<p>Apply self-efficacy principles to reading.</p> <p>Identify sources of support for reading challenges.</p> <p>Identify habits of good readers.</p> <p>Develop reading strategies.</p> <p>Describe reading strategies appropriate for different types and purposes of reading.</p> <p>Review specific challenges of reading online.</p>
<p>Unit 9: Focus on Reading Lesson 3: Remembering What You Read</p>	<p>CV12, 1.1, 1.2, 1.3.1.4</p>	<p>Explain the difficulties of the reading task.</p> <p>Describe reading strategies appropriate for different types and purposes of reading.</p> <p>Review specific challenges of reading online.</p> <p>Identify note-taking strategies associated with learning preferences (using symbols, abbreviations, columns, webs, or diagrams).</p> <p>Select and apply a strategy to use to take notes from a piece of text.</p>
<p>Unit 9: Focus on Reading Lesson 4: Reading in Action, Part 1</p>	<p>0</p>	<p>Determine the typical salary and education requirements for two careers you have previously identified as matching your personal interests.</p> <p>Determine the best high school courses to prepare for two careers you have previously identified as matching your personal interests.</p> <p>Read career-oriented materials to gain an understanding of the nature, preparation, commitment, and workload associated with specific careers.</p>
<p>Unit 9: Focus on Reading Lesson 5: Reading in Action, Part 2</p>	<p>0</p>	<p>Determine the typical salary and education requirements for two careers you have previously identified as matching your personal interests.</p>

		Determine the best high school courses to prepare for two careers you have previously identified as matching your personal interests.
Unit 9: Focus on Reading Lesson 6: Your Choice	0	0
Unit 10: Focus on Writing Lesson 1: Writing and the Brain	0	<p>Understand how the brain functions during writing.</p> <p>Apply self-efficacy principles to writing.</p> <p>Recognize that writing requires interaction of multiple cognitive activities.</p> <p>Learn how self-efficacy and writing ability are related.</p>
Unit 10: Focus on Writing Lesson 2: Getting Ready to Write	0	<p>Define a mission statement.</p> <p>Review examples of mission statements for short- and long-term goals.</p> <p>Outline a personal mission statement.</p> <p>Identify the stages of the writing process.</p> <p>Refresh knowledge of the stages of the writing process.</p> <p>Recognize that outlining a paper is a valuable component of planning or prewriting.</p> <p>Practice outlining a topic.</p>
Unit 10: Focus on Writing Lesson 3: The Writing Process Lesson 4: Discuss: Improving Your Writing	0	<p>Identify sources of support for writing problems.</p> <p>Explain the roles of working memory and long-term memory in writing.</p> <p>Refresh knowledge of the stages of the writing process.</p> <p>Describe how proofreading, feedback, and revision improve writing.</p> <p>Practice proofreading and revision in a written work.</p> <p>Incorporate recommended changes to a written work.</p> <p>Associate self-efficacy and writing ability.</p>

<p>Unit 10: Focus on Writing Lesson 5: Writing in Action, Part 1</p>	<p>0</p>	<p>Write a mission statement and career goal using writing techniques.</p> <p>Define a mission statement.</p> <p>Review examples of mission statements for short- and long-term goals.</p> <p>Outline a personal mission statement.</p> <p>Write a personal mission statement.</p>
<p>Unit 10: Focus on Writing Lesson 6: Writing in Action, Part 2</p>	<p>0</p>	<p>Write a mission statement and career goal using writing techniques.</p> <p>Outline a personal mission statement.</p> <p>Write a personal mission statement.</p>
<p>Unit 10: Focus on Writing Lesson 7: Writing in Action, Part 3</p>	<p>0</p>	<p>Write a mission statement and career goal using writing techniques.</p> <p>Outline a personal mission statement.</p> <p>Write a personal mission statement.</p>
<p>Unit 10: Focus on Writing Lesson 8: Writing in Action, Part 4</p>	<p>0</p>	<p>Write a mission statement and career goal using writing techniques.</p> <p>Outline a personal mission statement.</p> <p>Write a personal mission statement.</p>
<p>Unit 11: Focus on Math Lesson 1: Math and the Brain</p>	<p>0</p>	<p>Understand how the brain conceptualizes numbers.</p> <p>Apply self-efficacy principles to math.</p> <p>Associate self-efficacy and mathematical ability.</p>
<p>Unit 11: Focus on Math Lesson 2: Succeeding at Math</p>	<p>0</p>	<p>Describe characteristics of successful math students.</p> <p>Identify strategies and resources to improve math fluency.</p> <p>Describe typical study habits of successful math students.</p> <p>Identify sources of support for math problems.</p>
<p>Unit 11: Focus on Math Lesson 3: Math and the Real World, Part 1</p>	<p>CV12.4.4, CV12.5.1, 5.2</p>	<p>Identify strategies and resources to improve math fluency.</p> <p>Identify real-world applications of math.</p>

		<p>Identify real-world applications of arithmetic.</p> <p>Identify real-world applications of algebra.</p> <p>Identify real-world applications of upper-level mathematics (such as trigonometry or calculus).</p> <p>Identify appropriate tools for math literacy (or numeracy) in everyday life.</p> <p>Make decisions based on real-world scenarios involving math.</p>
<p>Unit 11: Focus on Math Lesson 4: Math and the Real World, Part 2</p>	0	<p>Identify real-world applications of arithmetic.</p> <p>Identify real-world applications of algebra.</p> <p>Identify real-world applications of upper-level mathematics (such as trigonometry or calculus).</p> <p>Identify appropriate tools for math literacy (or numeracy) in everyday life.</p> <p>Calculate the square footage of a house.</p>
<p>Unit 11: Focus on Math Lesson 5: Math and the Real World, Part 3</p>	0	<p>Identify real-world applications of arithmetic.</p> <p>Identify real-world applications of algebra.</p> <p>Identify real-world applications of upper-level mathematics (such as trigonometry or calculus).</p> <p>Identify appropriate tools for math literacy (or numeracy) in everyday life.</p> <p>Make decisions based on real-world scenarios involving math.</p>
<p>Unit 11: Focus on Math Lesson 6: Your Choice</p>	0	0
<p>Unit 12: Communication Lesson 1: Communication and the Brain</p>	0	<p>Identify how the brain functions during spoken communication.</p> <p>Define communication as exchange of information through symbols, signs, or behavior.</p> <p>Explain why it is more difficult to learn a second language later in life.</p> <p>Recognize that different areas of the brain process verbal and nonverbal language.</p>

<p>Unit 12: Communication Lesson 2: Communication Styles</p>	<p>0</p>	<p>Compare and contrast appropriate communication styles used in different settings.</p> <p>Identify different styles of appropriate verbal communication for different audiences (such as family, friends, colleagues, teachers, and employers).</p> <p>Identify different channels of communication most appropriate for certain tasks and circumstances (face-to-face, voice-to-voice, writing, e-mail, and IM).</p>
<p>Unit 12: Communication Lesson 3: Listening and Body Language</p>	<p>CV12.4.4, CV12.5.1, 5.2</p>	<p>Identify nonverbal factors in communication.</p> <p>Identify strategies for remembering the content of communication.</p> <p>Identify active listening skills.</p>
<p>Unit 12: Communication Lesson 4: You in Front of Others</p>	<p>0</p>	<p>Identify five characteristics of good public speaking (prepared, clear in content, clear in delivery, concise, appealing).</p> <p>Identify various pitfalls in public speaking (unprepared, inaudible, too fast, too slow, speaker not poised).</p>
<p>Unit 12: Communication Lesson 5: Capturing What You Hear Lesson 6: Capturing What You Hear</p>	<p>0</p>	<p>Determine effective strategies for note taking and listening.</p>
<p>Unit 12: Communication Lesson 7: Your Choice</p>	<p>0</p>	<p>0</p>
<p>Unit 13: Research Lesson 1: Research and Valid Resources</p>	<p>0</p>	<p>Describe three forms of research.</p> <p>Identify valid resources for doing research.</p> <p>Define many forms and purposes of research, such as academic, scientific, research and development, pharmaceutical, investigative, legal, "out of curiosity," Internet searching, archival, and interviews.</p> <p>Describe a variety of research resources (books, periodicals, Internet) appropriate for different types of assignments.</p> <p>Differentiate between valid and invalid (reliable and unreliable) sources for different types of research.</p>

<p>Unit 13: Research Lesson 2: Orderly Research Means Usable Research</p>	<p>0</p>	<p>Identify the correct form for organizing, presenting, and acknowledging research.</p> <p>Identify and use organizational strategies in research (such as checklists, bibliography cards, cataloging by different criteria, databases, and graphic organizers).</p> <p>Narrow a broad topic down to a specific topic.</p> <p>Identify the correct form for footnotes and bibliographic citations for books, websites, magazines, media presentations, and encyclopedia articles.</p>
<p>Unit 13: Research Lesson 3: Research, Plagiarism, and Academic Integrity</p>	<p>CV12.2.1, CV12.2.2, CV12.2.3, CV12.2.4, CV12.2.3, 3.4</p>	<p>Differentiate between valid and invalid (reliable and unreliable) sources for different types of research.</p> <p>Describe a variety of research resources (books, periodicals, and Internet) appropriate for different types of assignments.</p> <p>Explain how to narrow down a broad topic to a more specific topic.</p> <p>Define plagiarism.</p> <p>Identify the correct form for footnotes and bibliographic citations for books, websites, magazines, media presentations, and encyclopedia articles.</p> <p>Explain which concepts, ideas, or statements need a citation and which do not.</p> <p>Define ethical and legal consequences of plagiarism.</p> <p>Identify three ways to use information without plagiarizing (such as appropriate citation, substantial reworking, and avoiding cut-and-paste syndrome).</p>
<p>Unit 13: Research Lesson 4: Researching Your Future, Part 1</p>	<p>0</p>	<p>Apply principles of good research to determine which colleges fit a student's personal criteria.</p> <p>Identify through research the size, cost, location, departments, student-teacher ratio, climate, reputation, and social atmosphere of a prominent college or university.</p>

		Identify through research five colleges that match a student's individual criteria.
Unit 13: Research Lesson 5: Researching Your Future, Part 2	0	Apply principles of good research to determine which colleges fit a student's personal criteria. Identify through research the size, cost, location, departments, student-teacher ratio, climate, reputation, and social atmosphere of a prominent college or university. Identify through research five colleges that match a student's individual criteria.
Unit 13: Research Lesson 6: Your Choice	0	0
Unit 14: Creativity and Collaboration Lesson 1: Creativity 101	0	Describe several varieties of creativity. Describe how definitions of creativity vary in relation to geography, history, culture, and one's life stage. Describe the effect of intrinsic and extrinsic motivation on creativity. Define incubation in relation to creativity.
Unit 14: Creativity and Collaboration Lesson 2: Collaboration and Criticism	0	Identify effective habits for collaborating with others. Define collaboration. Describe strengths and weaknesses of collaboration. Describe mutual communication during collaboration. Differentiate between constructive and destructive criticism.
Unit 14: Creativity and Collaboration Lesson 3: Teams and Leaders	CV12.2.1, CV12.2.2, CV12.2.3, CV12.2.4, 3.4	Define what it means to be a good "netizen." Analyze various scenarios of teamwork on the job. List the characteristics of an effective team member. Describe the characteristics of an effective leader. Identify tools for collaboration online. Describe the characteristics of a good netizen.

<p>Unit 14: Creativity and Collaboration Lesson 4: Develop a Study Aid, Part 1 Lesson 5: Discuss: Develop a Study Aid</p>		<p>Identify memory strategies that work for you.</p> <p>Create examples of mnemonics to remember academic concepts.</p> <p>Collaborate with peers to refine your ideas and create a group project.</p> <p>0</p>
<p>Unit 14: Creativity and Collaboration Lesson 6: Develop a Study Aid, Part 2</p>		<p>Identify memory strategies that work for you.</p> <p>Create examples of mnemonics to remember academic concepts.</p> <p>Collaborate with peers to refine your ideas and create a group project.</p> <p>0</p>
<p>Unit 14: Creativity and Collaboration Lesson 7: Develop a Study Aid, Part 3</p>		<p>Identify memory strategies that work for you.</p> <p>Create examples of mnemonics to remember academic concepts.</p> <p>Collaborate with peers to refine your ideas and create a group project.</p> <p>0</p>
<p>Unit 15: Academic Potential and You Lesson 1: The Test Case, Part 1</p>	<p>CV12.2.1, CV12.2.2, CV12.2.3, CV12.2.4, 3.4</p>	<p>Describe a hypothetical life for the student 10 years from now.</p> <p>Describe the relationship between the hypothetical life and the student's earlier mission statement.</p> <p>Identify six high school courses in which the student would need to achieve adequate success in order to reach the goals.</p> <p>Apply fundamental concepts of this course to your life in high school and beyond.</p>
<p>Unit 15: Academic Potential and You Lesson 2: The Test Case, Part 2</p>		<p>Describe a hypothetical life for the student 10 years from now.</p> <p>Describe the relationship between the hypothetical life and the student's earlier mission statement.</p> <p>Identify six high school courses in which the student would need to achieve adequate success in order to reach the goals.</p> <p>Identify short-term and long-term goals necessary for achieving that hypothetical life, with specific milestones.</p> <p>Identify specific academic requirements for the goals.</p> <p>0</p>

		<p>Identify for each of the six courses one strength the student already possesses and one area in which the student should improve.</p> <p>Apply fundamental concepts of this course to your life in high school and beyond.</p>
<p>Unit 15: Academic Potential and You Lesson 3: The Test Case, Part 3</p>	<p>0</p>	<p>Describe a hypothetical life for the student 10 years from now.</p> <p>Describe the relationship between the hypothetical life and the student's earlier mission statement.</p> <p>Identify six high school courses in which the student would need to achieve adequate success in order to reach the goals.</p> <p>Identify short-term and long-term goals necessary for achieving that hypothetical life, with specific milestones.</p> <p>Identify specific academic requirements for the goals.</p> <p>Identify for each of the six courses one strength the student already possesses and one area in which the student should improve.</p> <p>Apply fundamental concepts of this course to your life in high school and beyond.</p>
<p>Unit 15: Academic Potential and You Lesson 4: The Test Case, Part 4</p>	<p>0</p>	<p>Describe a hypothetical life for the student 10 years from now.</p> <p>Describe the relationship between the hypothetical life and the student's earlier mission statement.</p> <p>Identify six high school courses in which the student would need to achieve adequate success in order to reach the goals.</p> <p>Identify short-term and long-term goals necessary for achieving that hypothetical life, with specific milestones.</p> <p>Identify specific academic requirements for the goals.</p> <p>Apply fundamental concepts of this course to your life in high school and beyond.</p>

<p>Unit 15: Academic Potential and You Lesson 5: The Test Case, Part 5</p>	<p>0</p>	<p>Describe a hypothetical life for the student 10 years from now.</p> <p>Describe the relationship between the hypothetical life and the student's earlier mission statement.</p> <p>Identify six high school courses in which the student would need to achieve adequate success in order to reach the goals.</p> <p>Identify short-term and long-term goals necessary for achieving that hypothetical life, with specific milestones.</p> <p>Identify specific academic requirements for the goals.</p> <p>Identify for each of the six courses one strength the student already possesses and one area in which the student should improve.</p> <p>Apply fundamental concepts of this course to your life in high school and beyond.</p>
<p>Unit 15: Academic Potential and You Lesson 6: Your Choice</p>	<p>0</p>	<p>0</p>