Pacing Guide Course: CTE 7

| Months/Days | UNITS | STANDARDS | CONTENT  Topics being covered? What do students need to know? (nouns) | ACTIVITIES  w/Integration of Technology & Career Ready Practices | ASSESSMENTS  What evidence (formative/summative) is utilized to establish that the content, standards, & skills have been mastered? |
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| **15 Days** | Unit 1: Career Readiness | **TECH.9.4.2.CI.1** [*Performance Expectation*] - Demonstrate openness to new ideas and perspectives (e.g., 1.1.2.CR1a, 2.1.2.EH.1, 6.1.2.CivicsCM.2).  - {WRK.9.2.8.CAP.14} Evaluate sources of income and alternative resources to accurately compare employment options. (WRK.9.2.8.CAP.14)  -{WRK.9.2.8.CAP.11} Analyze potential career opportunities by considering different types of resources, including occupation databases, and state and national labor market statistics. (WRK.9.2.8.CAP.11) | What is CTE?  What is your vision?  How do you give a good oral presentation?  Design a logo that represents you.  How do you build a portfolio?  What is your learning style?  What careers interest you? What does that specific career entail? | [Digital Vision Board](https://docs.google.com/presentation/d/1Op-nUd1DUs3OizCJZUjgazl2w5ueSeTb7EBOIOihi3o/edit?usp=sharing) 2 days  [Logo Analysis](https://docs.google.com/document/d/1_OGZHy80jQOqOjTtk174r3xXIoTOpVaJw_5-m0-JNqI/edit?usp=sharing) 2 days  [Logo Introduction](https://docs.google.com/presentation/u/0/d/1kWOdga3lP-H4j1bsSNMgxVDJxZYvDG53XhzXYnLyJB4/edit)  [Logo Yourself (Canva)](https://docs.google.com/document/d/1K0sM_h_pqoclY1G4e8ClHiH2xvPYmex8Oy_sC_Yd72U/edit?usp=sharing)  [Build a Portfolio with Google Sites (Applied Digital Skills)](https://docs.google.com/spreadsheets/d/19yB2n3MkiXEdofkKdJ33kWL_yzpyv4cqGVVd2-mqMuw/edit?usp=sharing) 3 days  [Career Cluster Assessment and Research Project (Career Cruising)](https://docs.google.com/presentation/d/14GMgE5ndQhgiAqOG9scmbfhwQuIN8vpOkvfHZsgTYMA/edit?usp=sharing)  [Everfi STEM Careers](https://platform.everfi.net/teacher/homepage) 9 days | Presentation: A variety of methods may be employed based on the student's creativity, appropriateness to the topic, and teacher approval |
| **25 Days** | Unit 2: Life Literacies | **TECH.9.4.2.DC.5 [*Performance Expectation*]** - Explain what a digital footprint is and how it is created.  **TECH.9.4.2.DC.1 [*Performance Expectation*] -** Explain differences between ownership and sharing of information.  **TECH.9.4.2.DC.2 [*Performance Expectation*]** - Explain the importance of respecting digital content of others.  **TECH.9.4.2.DC.6 [*Performance Expectation*]** - Identify respectful and responsible ways to communicate in digital environments.  **TECH.9.4.2.DC.3 [*Performance Expectation*] -** Explain how to be safe online and follow safe practices when using the internet (e.g., 8.1.2.NI.3, 8.1.2.NI.4).  **TECH.9.4.2.CT.1 [*Performance Expectation*] -** Gather information about an issue, such as climate change, and collaboratively brainstorm ways to solve the problem (e.g., K-2-ETS1-1, 6.3.2.GeoGI.2).  **PFL.9.1.8.A.1** [*Standard Statement*] - Explain the meaning and purposes of taxes and tax deductions and why fees for various benefits (e.g., medical benefits) are taken out of pay.  **PFL.9.1.8.B.1** [*Standard Statement*] - Distinguish among cash, check, credit card, and debit card.  **PFL.9.1.8.B.2** [*Standard Statement*] - Construct a simple personal savings and spending plan based on various sources of income.  **PFL.9.1.8.B.7** [*Standard Statement*] - Construct a budget to save for long-term, short-term, and charitable goals.  **PFL.9.1.8.B.9** [*Standard Statement*] - Determine the most appropriate use of various financial products and services (e.g., ATM, debit cards, credit cards, check books).  **PFL.9.1.8.C.1** [*Standard Statement*] - Compare and contrast credit cards and debit cards and the advantages and disadvantages of using each.  **PFL.9.1.8.C.8** [*Standard Statement*] - Explain the purpose of a credit score and credit record, and summarize borrowers’ credit report rights.  **PFL.9.1.8.C.4** [*Standard Statement*] - Demonstrate an understanding of the terminology associated with different types of credit (e.g., credit cards, installment loans, mortgages) and compare the interest rates associated with each.  **PFL.9.1.8.D.1** [*Standard Statement*] - Determine how saving contributes to financial well-being. | What is digital citizenship?  How can you respond when cyberbullying occurs?  How do companies collect and use data about you?  How does social media affect our relationships?  How might our digital footprints shape our future?  What are your civic responsibilities as a young adult and in the future?  How has technology evolved over time?  How has technology influenced history?  What is philanthropy?  What are non-profit organizations? | [Intro to Digital Citizenship](https://docs.google.com/presentation/d/1KZ53bmXMqp7CFeJ-m5z3IH63vH696IYBvNXJsDQor9c/edit?usp=sharing)  [Understand Your Digital Footprint (Applied Digital Skills)](https://docs.google.com/spreadsheets/d/1OeAIog0OB61WwrlOli_Cqchvhe1N7kulORsl24aGmKk/edit?usp=sharing&resourcekey=0-mBafXBcnlgqh_BLLGOrYuw)  [Be Internet Awesome](https://beinternetawesome.withgoogle.com/en_us/interland)  [CommonSense Education : The Power of Digital Footprints Truth Be Told](https://docs.google.com/document/d/1fVWC83N79tL_Hf9E3BM2AJataiA_jiPHdDdLEOKe9EQ/edit?usp=sharing)  [Common Sense Education: My Media Use: A Personal Challenge](https://docs.google.com/presentation/d/17cd6NqrzacKAK9dWhZlFPDEYBIFl8JM-q4ieS4-Z4Xk/edit?usp=sharing)  [CommonSense Education: My Social Media Life](https://docs.google.com/document/d/10sMnIWXXcr8Y1c6Qn5H0GL1MHPb3I4_H2VFTqJY1ZR4/edit?usp=sharing)  [CommonSense Education: Big, Big, Data](https://docs.google.com/presentation/d/17S8vMF0YpQ8daEF6veSoMrbKPMglQx9qVJibjh1es3c/edit?usp=sharing)  [CommonSense Education: Four Factors of Fair Use](https://docs.google.com/document/d/1hMcEWu67j0_QmrnKvum_tIOvNrK6PSl4VpPF4u_r_hs/edit?usp=sharing)  [CommonSense Education: Upstanders and Allies](https://docs.google.com/document/d/1CKO8NCkrf6mDneNn-xDpklO29Hg9w9mmwhIpOOmNXck/edit?usp=sharing)  [Upstanders and Allies (2)](https://docs.google.com/document/d/1uR9lx5wUpSLdakHBYOOc4Xb-IcKB7AuLO5xtFEwvp2M/edit?usp=sharing)    [Intro to Philanthropy](https://docs.google.com/presentation/d/1POllEwvUMnmEQCBrCUtYOHbt0eWG9anTA4LW3r6k_Fs/edit?usp=sharing)  [Philanthropy Research Project](https://docs.google.com/document/d/1JVlfK8bizLkD78pA-fphPZ4SevSUIPHUqrjCYNpKgNg/edit?usp=sharing) 3 days   * [Personal Finance Decision Making](https://docs.google.com/document/d/17fJSxS__aJL1G_K0WWndzorK2eZhJcWFpjUJbX3GfI4/edit) * [Future Life](https://docs.google.com/document/d/11H4xVc0fulM7cVzPQ-RsMPjLo0nHby7MNNzHBewpsPc/edit) * [Coupons and Discounts](https://docs.google.com/document/d/1Px_EneSm4CUd5w7NiNcmoB9lTGyrXKEwp3XUdvZegYM/edit) * [How to Read a Receipt](https://docs.google.com/document/d/1FmFxbzhlWxCo576YoKMOYImg-gq_qg5fQ1pKuCTLQgk/edit) * [Checking Accounts](https://docs.google.com/document/d/1ed7cf-jgpujWkN4tGerZ_D0ffl16zh4-Kms2WQMooqc/edit) * [Different Types of Payments](https://docs.google.com/document/d/1IVcwqJY0y075338A12N5ko6u-bJjbGPkHl-ba1orqY0/edit) * [What is a Budget?](https://docs.google.com/document/d/1Ns28MXkO-8GKkszaqTsvKAABd0l4H17ENU2q0B7M064/edit) * [Needs Vs. Wants](https://docs.google.com/document/d/15VCnF9ukJtD5IhgaB4aylmh4sV4FmZWEkaOkQ0tQfVk/edit) * [How Do You Budget?](https://docs.google.com/document/d/1-sX3JC0tx_fqgbqD3HRDS3iCq3WNUiFJftMVBOhCNds/edit) * [Why We Pay Taxes](https://docs.google.com/document/d/1Tsvfy5G1wwfiog7NpTMcmiNQ-Z7pmCl3YNxynYQfxrA/edit) * [Let’s Make a Budget](https://docs.google.com/document/d/1s6CgRxcVhjJtfeCNHrcYNPCmvwSIH05omoUq6vR_1A8/edit) * [Borrowing Money](https://docs.google.com/document/d/14Yy3--lrXF4dhasiv-wIH6ibwf4GvhXftuB3S9HgISM/edit) * [Intro to Credit](https://docs.google.com/document/d/1y1HWYOUcR5qw8KtxBK7TuhK3Eg_XYWOOfmQqlDzvO30/edit) * [Credit Cards](https://docs.google.com/document/d/1Xbf5oZfyfG9w4xV-h0djl3TXQkLogTBNt38VI10qgFk/edit) * [Credit Scores](https://docs.google.com/document/d/1bquchfl0IXo2xohXHUj3Vtk_uk5Xr7bWHX7SkDwY-m0/edit) * [Loans 101](https://docs.google.com/document/d/1m4oU7ob0flP-CRvMrNKzaN0tKfglCnSLBa502c_GY9Q/edit) | Presentation: A variety of methods may be employed based the students creativity, appropriateness to the topic and teacher approval   * Philanthropy Project Presentation * Create a budget |
| **27 Days** | Unit 3: Design Thinking | **CS.6-8.8.2.8.ED.1 [*Performance Expectation*] -** Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.  **CS.6-8.8.2.8.ED.2 [*Performance Expectation*] -** Identify the steps in the design process that could be used to solve a problem.  **CS.6-8.8.2.8.ED.3 [*Performance Expectation*] -** Develop a proposal for a solution to a real-world problem that includes a model (e.g., physical prototype, graphical/technical sketch).  **CS.6-8.8.2.8.ED.5 [*Performance Expectation*] -** Explain the need for optimization in a design process.  **CS.6-8.8.2.8.ED.7 [*Performance Expectation*] -** Design a product to address a real-world problem and document the iterative design process, including decisions made as a result of specific constraints and trade-offs (e.g., annotated sketches).  **CS.6-8.8.2.8.ETW.1 [*Performance Expectation*] -** Illustrate how a product is upcycled into a new product and analyze the short- and long-term benefits and costs. | How can a team be successful?  What are constraints and trade-offs of a project?  What is the engineering design process?  What is your role within a collaborative work environment? | [Intro to Engineering and Design](https://docs.google.com/presentation/d/1yXREXbhMV5_HE-ZtV2IkQ8vVnZEgVM14OKhhajbKHYA/edit?usp=sharing)  [Engineering 7 Design Interactive Notebook](https://docs.google.com/presentation/d/1ZENXx7K7HTlLecx6zhCZ3FHfOCB-7BtLF41V0gUzuRE/edit?usp=sharing) 1 day  [EdPuzzle](https://edpuzzle.com/assignments/6349a180d183fb40fa56eb10/watch)  [UpCycling Project](https://drive.google.com/open?id=1nune1DoRl3tiW0elCGVaFxOwaAtmfqub)  [Repurposing for a Purpose](https://docs.google.com/presentation/d/1uBLom2sSOgmx201aHDg6WxytIvdW0aTwIMJRYjE--Ps/edit?usp=sharing) 5 days  [Orthographic Drawing](https://docs.google.com/presentation/d/1ztFVrGUKBX4TpLjS8jGrYgjMwIJHPFQTxEOoHpC4WgA/edit?usp=sharing) 1 day  [Gingerbread STEM Challenge](https://docs.google.com/presentation/d/1uChFb7mBnu3Jr8xHGWLVfO-Hrh-PG9yJdb1De3a6C_M/edit?usp=sharing) 3 days  [Chicken Coop STEM Challenge](https://docs.google.com/presentation/d/1P_z4sRzqdIwPyns-7SaP2K81CwpyLlSQga2PvIzoAL4/edit?usp=sharing) 3 days  [Paper Bag Basket Challenge](https://docs.google.com/presentation/d/1HuzwXt6JrJ_lvmPrKq258HTUzkP0Sv60GQKufvzJd0g/edit?usp=sharing)  [Penguin Dwelling](https://docs.google.com/document/d/1i_XyCDikJmuzTYzyhYsE1193CQz143LjCx_rwN0TUTk/edit) (4 days)  [Rollercoaster](https://docs.google.com/document/d/1RCek6HaCgxx9dF9e3pF0oJVTpcFbtEf_WiObTn5Wxfw/edit) (3 days)  [Rube Goldberg Machine](https://docs.google.com/document/d/1B1VNoZz1TfU9XH6EJ6fwJjXjA0KGODeLI8WKJOqSsr0/edit) (7 days)  -[Simple Machines](https://docs.google.com/presentation/d/1MuFOj6lz3P4LtwoXvO2fW85tD49eoGTS/edit#slide=id.p2)  - [Simple Machine EdPuzzle](https://edpuzzle.com/media/61f98f95eaf35342c74dce6b)  -[Simple Machine Quiz](https://docs.google.com/forms/d/e/1FAIpQLSd78GJdjtea9iNf1xA862hBrCALWenj6ls5UepsOmiWYEvgSQ/viewform?usp=sf_link) | * Create an instrument from an upcycled material and research it’s cultural importance and share with the class in presentation format * Simple Machines Quiz * Finished and working Rube Goldberg Machine and presentation * Design a chicken coop or gingerbread house with 3 orthographic drawings, and a tinkercad 3d design * Create a habitat for an icecube penguin to minimize the mass lost when under a heat lamp (global warming and thermal energy) |
| **16 Days** | Unit 4: Integrated Technology | **CS.6-8.8.1.8.AP.3** [*Performance Expectation*] - Design and iteratively develop programs that combine control structures, including nested loops and compound conditionals.  **CS.6-8.8.1.8.AP.1** [*Performance Expectation*] - Design and illustrate algorithms that solve complex problems using flowcharts and/or pseudocode. | How do loop commands, switch commands, and wait commands apply to robotic functions?  What are conditional statements, iterative statements, and variables?  What is an algorithm? What properties make an algorithm effective?  What is the purpose of learning to code and why is it important in computer science?  What is the difference between writing code and running code? | [Introduction to Coding Google Slides (broken into 4 parts)](https://docs.google.com/presentation/d/17AHXbM_gIsXfym6oBdj9BitPdqE8THFn3zFLvTWjrDM/edit?usp=sharing)  [Algorithm Sequence Sheet](https://docs.google.com/presentation/d/1pmO1_RZ7OSLWxmFZ--uWb_tiAYdi-FYTWD0DiIuB6Uk/edit?usp=sharing)  [Code Debugging Activity](https://docs.google.com/presentation/d/1O2BfblF2l_yQMo82nyLvGTR-TyQH8sUZnVFWPurS3pg/edit?usp=sharing)  Code.org (express Course lessons 1,2,11 & 15)  Edu.Sphero.com (Draw 2, Blocks 1 & 2)  [Art Bot Design Handout](https://docs.google.com/document/d/15lkozk7x1jwtytwlPS6ehwf0V4y5iV7Q483AQo12778/edit?usp=sharing)  [If/Then, Else Task Cards](https://docs.google.com/presentation/d/19o5GbeV0vHXkk_4xyV870nNbVmsdReRHTHJomLSCk6M/edit?usp=sharing)  [If Statement Practice](https://docs.google.com/document/d/1ivM4UEdJT02LLY20MO4LrGa6Yum91yw7fHJswdr-7tI/edit?usp=sharing)  [If/Then, Else Statement Practice](https://docs.google.com/document/d/1PO6lf5et-rrLlitIkJsQEFPNFNxFllp0BDn5bHW7lT8/edit?usp=sharing) | * Coding Vocabulary Quiz |