

<p>1. Safety Students will understand requirements of personal and equipment safety in the working environment. They will demonstrate content proficiency by:</p>				
<p>a) Passing a written safety test.</p>				
<p>b) Creating a safety checklist</p>	<p>Reading Comprehension:</p> <p>2.2 - Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p>Writing Strategies :</p> <p>1.2 - Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.</p>			

	<p>1.9 - Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of work choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p> <p>Writing Applications:</p> <p>2.6 - Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</p> <ul style="list-style-type: none"> a. Report information and convey ideas logically and correctly. b. Offer detailed and accurate specifications. c. Include scenarios, definitions, and examples to aid comprehension (e.g., 			
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	<p>troubleshooting guide).</p> <p>d. Anticipate readers' problems, mistakes, and misunderstandings.</p>			
<p>c) Helping to develop safety policies based on classroom events and observations</p>	<p>Reading Comprehension:</p> <p>2.1 - Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.</p> <p>2.4 - Synthesize the content from several sources or works by a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p>2.7 - Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader</p>			

	<p>misunderstanding.</p> <p>Writing Strategies:</p> <p>1.2 - Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.</p> <p>1.5 - Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium (e.g., almanacs, microfiche, news sources, in-depth field studies, speeches, journals, technical documents).</p>			
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	<p>Written and Oral English Language Conventions :</p> <p>1.1 - Identify and correctly use clauses, phrases, and mechanics of punctuation.</p> <p>1.2 - Understand sentence construction.</p> <p>1.3 - Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>1.4 - Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</p>			
<p>d) Completing tasks while maintaining a safe environment</p>				

<p>2. History of Electricity and Electronics The student will understand the historical developments in electricity and electronics. They will demonstrate content proficiency by:</p>				
<p>a) Creating a time line that depicts developments in technology.</p>				<p>Historical and Social Sciences analysis Skills: <i>Historical Research, Evidence, and Point of View</i></p> <p>4 - Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p>
<p>b) Explaining the major events of historical developments as they relate to current technology</p>	<p>Speaking Applications:</p> <p>2.1.a - Deliver narrative presentations: Narrate a sequence of events and communicate their significance to the audience.</p>			<p>Historical and Social Sciences analysis Skills: <i>Historical Research, Evidence, and Point of View</i></p> <p>4 - Students construct and test hypotheses; collect, evaluate, and</p>

	<p>Writing Strategies:</p> <p>1.1 - Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.2 - Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.</p> <p>1.4 - Develop the main ideas within the body of the composition through supporting and evidence.</p> <p>1.5 - Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspectives found in each medium.</p>			<p>employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>Historical Interpretation:</p> <p>3 - Students interpret past events and issues within the context in which an event unfolded rather than solely in terms of present-day norms and values.</p>
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	<p>1.9 - Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of word choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p>			
	<p>Written and Oral English Language Conventions:</p> <p>1.1 - Identify and correctly use clauses, phrases, and mechanics of punctuation</p> <p>1.2 - Understand sentence construction.</p> <p>1.3 - Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p>			

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	1.4 - Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization			
3. Units of Measure Students will understand the use of electronic test equipment and units of measure. They will demonstrate content proficiency by:				
a) Selecting and applying appropriate equipment or tools	Reading Comprehension: 2.6 - Demonstrate use of sophisticated learning tools by following technical directions.	Investigation and Experimentation: 1.a - Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.		
b) Analyzing and applying observed measurements		Investigation and Experimentation: 1.a - Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.		

<p>c) Utilizing engineering notation in unit conversion</p>				
<p>4. Mathematics for Electronics Students will understand the mathematical processes and applications that lead to solutions of electronic problems. They will demonstrate content proficiency by:</p>				
<p>a) Solving Direct-Current (DC) circuit analysis problems using Ohm's Law</p>		<p>Physics 5: Electric and Magnetic phenomena are related and have many practical applications. As a basis for understanding this concept: a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.</p>	<p>Algebra: 3.0 - Students solve equations and inequalities involving absolute values. 4.0 - Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.</p>	

		<p>b. Students know how solve problems involving Ohm’s law.</p> <p>c. Students know any resistive element in a DC circuit dissipates energy, which heat the resistor. Students can calculate the power in any resistive circuit element by using the formula $Power = IR$ (potential difference) $\times I$ (current) $= I^2R$.</p>	<p>5.0 - Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.</p> <p>13.0 - Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.</p>	
<p>b) Calculating fundamental Alternating Current (AC) parameters</p>		<p>Physics 5:</p> <p>Electric and Magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:</p> <p>a. - Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from</p>	<p>Algebra:</p> <p>3.0 - Students solve equations and inequalities involving absolute values.</p> <p>4.0 - Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.</p>	

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		batteries, wires, resistors, and capacitors.	<p>5.0 - Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.</p> <p>13.0 - Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.</p>	
c) Manipulating scientific notation in problem solutions		<p>Investigation and Experimentation:</p> <p>1.1 - Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</p>		

<p>d) Manipulating engineering notation in problem solutions</p>		<p>Investigation and Experimentation:</p> <p>1.1 - Analyze situations and solve problems that require combining and applying concepts from more than one area of science.</p>		
<p>e) Deriving algebraic equations to determine unknown values in circuits</p>		<p>Physics 5:</p> <p>Electric and Magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:</p> <p>b. Students know how solve problems involving Ohm's law.</p>	<p>Algebra:</p> <p>3.0 - Students solve equations and inequalities involving absolute values.</p> <p>4.0 - Students simplify expressions before solving linear equations and inequalities in one variable, such as $3(2x-5) + 4(x-2) = 12$.</p> <p>5.0 - Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.</p>	

			13.0 - Students add, subtract, multiply, and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.	
f) Utilizing a scientific calculator as a tool for problem solving	Reading Comprehension: 2.6 - Demonstrate use of sophisticated learning tools by following technical directions.	Investigation and Experimentation: 1.a - Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.		
g) Solving multi-step problems including word problems using linear equations in one variable	Reading Comprehension: 2.7 - Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.	Investigation and Experimentation: 1.1 - Analyze situations and solve problems that require combining and applying concepts from more than one area of science.	Algebra 5.0: Students solve multistep problems, including word problems, involving linear equations and linear inequalities in one variable and provide justification for each step.	

<p>5. Science of Electricity and Electronics Students will understand fundamental scientific principles involved in electricity and electronics. They will demonstrate content proficiency by:</p>				
<p>a) Describing the relationships between atomic structure of the atom, electricity, electronics and the periodic table of elements</p>	<p>Reading Comprehension:</p> <p>2.3 - Generate relevant questions about reading on issues that can be researched.</p> <p>Writing Strategies:</p> <p>1.3 - Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.</p>	<p>Physics 5:</p> <p>Electric and Magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:</p> <p>f. Students know magnetic materials and electric currents are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.</p>		

	<p>1.4 - Develop the main ideas within the body of the composition through supporting and evidence.</p> <p>Writing Application:</p> <p>2.3 - Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p> <p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas.</p>	<p>Chemistry 1:</p> <p>The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:</p> <p>a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.</p>		
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	<p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p> <p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p>			
	<p>Written and Oral English Language Conventions:</p> <p>1.0 - Students write and speak with a command of standard English conventions.</p> <p>1.1 - Identify and correctly use clauses, phrases, and mechanics of punctuation.</p> <p>1.2 - Understand sentence construction.</p>			

	<p>1.3 - Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>1.4 - Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</p> <p>Speaking Applications:</p> <p>2.2b - Convey information and ideas from primary and secondary sources accurately and coherently.</p>			
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<p>b) Clarifying the differences between conventional theory and electron theory</p>	<p>Reading Comprehension:</p> <p>2.3 - Generate relevant questions about reading on issues that can be researched.</p> <p>Writing Strategies:</p> <p>1.3 - Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.</p> <p>1.4 - Develop the main ideas within the body of the composition through supporting and evidence.</p>			
	<p>Written and Oral English Language Conventions:</p> <p>1.3 - Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p>			

	<p>1.4 - Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</p>			
<p>c) Defining the Laws of Charges and Magnetism</p>	<p>Writing Strategies:</p> <p>1.3 - Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.</p> <p>1.4 - Develop the main ideas within the body of the composition through supporting and evidence.</p> <p>Written and Oral English Language Conventions:</p> <p>1.3 - Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p>	<p>Physics 5:</p> <p>Electric and Magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:</p> <p>m. Students know static electric fields have as their source some arrangement of electric charges.</p>		

	1.4 - Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization			
d) Completing a project incorporating the conductive and insulative properties of electron flow				
e) Converting electricity from friction, chemical, solar, pressure, mechanical (magnetism), and thermal sources		<p>Physics 5:</p> <p>Electric and Magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:</p> <p>e. Students know charged particles are sources of electric fields and are subject to the forces of the electric fields from other charges.</p>		

		<p>f. Students know magnetic materials and electric currents are sources of magnetic fields and are subject to forces arising from the magnetic fields of other sources.</p> <p>g. Students know how to determine the direction of a magnetic field produced by a current flowing in a straight wire or in a coil.</p> <p>h. Students know changing magnetic fields produce electric fields, thereby inducing currents in nearby conductors.</p> <p>i. Students know electric and magnetic fields contain energy and act as vector force fields.</p>		
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<p>f) Explaining the differences between electron flow and hole flow as it occurs in semiconductor materials</p>	<p>Writing Application:</p> <p>2.3 - Write expository compositions, including analytical essays and research reports:</p> <p>a. Marshal evidence in support of a thesis and related claims, including information on all relevant perspectives.</p> <p>b. Convey information and ideas from primary and secondary sources accurately and coherently.</p>	<p>Physics 2:</p> <p>The laws of conservation of energy and momentum provide a way to predict and describe the movement of objects. As a basis for understanding this concept:</p> <p>f. Students know an unbalanced force on an object produces a change in its momentum.</p>		
	<p>c. Make distinctions between the relative value and significance of specific data, facts, and ideas</p> <p>d. Include visual aids by employing appropriate technology to organize and record information on charts, maps, and graphs.</p>	<p>Chemistry 1:</p> <p>The periodic table displays the elements in increasing atomic number and shows how periodicity of the physical and chemical properties of the elements relates to atomic structure. As a basis for understanding this concept:</p>		

	<p>e. Anticipate and address readers' potential misunderstandings, biases, and expectations.</p> <p>f. Use technical terms and notations accurately.</p> <p>Written and Oral English Language Conventions:</p> <p>1.0 - Students write and speak with a command of standard English conventions.</p> <p>1.1 - Identify and correctly use clauses, phrases, and mechanics of punctuation.</p> <p>1.2 - Understand sentence construction.</p>	<p>a. Students know how to relate the position of an element in the periodic table to its atomic number and atomic mass.</p> <p>d. Students know how to use the periodic table to determine the number of electrons available for bonding.</p> <p>e. Students know the nucleus of the atom is much smaller than the atom yet contains most of its mass.</p>		
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1.3 - Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.

1.4 - Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization.

1.5 - Reflect appropriate manuscript requirements, including title page presentation, pagination, spacing and margins, and integration of source and support material with appropriate citations.

	<p>Listening and Speaking Strategies:</p> <p>1.1 - Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p>			
	<p>1.6 Presents and advance a clear thesis statement and choose appropriate types of proof that meet standard tests for evidence, including credibility, validity, and relevance.</p> <p>Speaking Applications:</p> <p>2.2b - Convey information and ideas from primary and secondary sources accurately and coherently.</p>			

<p>6. Electronic Components Students will discern characteristics of commonly used electronic components. They will demonstrate content proficiency by:</p>				
<p>a) Identifying symbols and component characteristics</p>		<p>Physics 5: Electric and Magnetic phenomena are related and have many practical applications. As a basis for understanding this concept: d. Students know the properties of transistors and the role of transistors in electric circuits.</p>		
<p>b) Determining resistor's values by identifying color codes</p>				
<p>c) Drawing schematic diagrams</p>				
<p>d) Using diagrams to interpret circuit characteristics</p>				

<p>7. Direct-Current (DC) Circuits The students will understand relationships between voltage, current, resistance and power as pertaining to direct-current circuits. They will demonstrate content proficiency by:</p>				
<p>a) Calculating solutions to Ohm's Law problems</p>		<p>Physics 5: Electric and Magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:</p> <p>a. Students know how to predict the voltage or current in simple direct current (DC) electric circuits constructed from batteries, wires, resistors, and capacitors.</p> <p>b. Students know how solve problems involving Ohm's law.</p>	<p>Algebra:</p> <p>10.0 - Students add, subtract, multiply, and divide monomials and polynomials. Students solve multistep problems, including word problems, by using these techniques.</p> <p>13.0 - Students add, subtract, multiply and divide rational expressions and functions. Students solve both computationally and conceptually challenging problems by using these techniques.</p>	

		<p>c. Students know any resistive element in a DC circuit dissipates energy, which heat the resistor. Students can calculate the power in any resistive circuit element by using the formula $\text{Power} = IR$ (potential difference) $\times I$ (current) $= I^2R$.</p>	<p>Linear Algebra:</p> <p>4.0 - Students perform addition on matrices and vectors.</p> <p>5.0 - Students perform matrix multiplication and multiply vectors by matrices and by scalars.</p>	
<p>b) Constructing and measuring sample DC circuits</p>		<p>Physics 5:</p> <p>Electric and Magnetic phenomena are related and have many practical applications. As a basis for understanding this concept:</p> <p>b. Students know how to solve problems involving Ohm's law.</p>		
<p>c) Comparing predicted outcomes to measured outcomes with lab activities</p>		<p>Investigation and Experimentation:</p> <p>1.a - Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.</p>		

<p>d) Analyzing data gathered from simple and complex DC circuits</p>	<p>Writing Strategies:</p> <p>1.2 - Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.</p> <p>Writing Strategies:</p> <p>1.3 - Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.</p> <p>1.9 - Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of work choice, and the tone by talking into consideration the audience, purpose, and formality of the context.</p>	<p>Investigation and Experimentation:</p> <p>1.a - Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.</p>		
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	<p>Written and Oral English Language Conventions:</p> <p>1.3 - Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>1.4 - Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</p>			
<p>8. Alternating-Current (AC) Circuits The students will understand the theory of alternating current. They will demonstrate content proficiency by:</p>				

<p>a) Defining the terms and measurements associated with an AC sine wave</p>	<p>Writing Applications:</p> <p>2.6 - Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</p> <p>a. Report information and convey ideas logically and correctly.</p> <p>b. Offer detailed and accurate specifications.</p> <p>c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).</p> <p>d. Anticipate readers' problems, mistakes, and misunderstandings</p>	<p>Physics 4:</p> <p>Waves have characteristic properties that do not depend on the type of wave. As a basis for understanding this concept:</p> <p>a. Students know waves carry energy from one place to another.</p> <p>c. Students know how to solve problems involving wavelength, frequency, and wave speed.</p> <p>d. Students know sound is a longitudinal wave whose speed depends on the properties of the medium in which it propagates.</p>	<p>Algebra 8.0:</p> <p>Students understand concept of parallel lines and perpendicular lines and how their slopes are related. Students are able to find equation of a line perpendicular to a given line that passes through a given point.</p>	
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<p>b) Using an oscilloscope to observe a sine wave to calculate pertinent values</p>		<p>Investigation and Experimentation:</p> <p>1.a - Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.</p>	<p>Algebra 8.0:</p> <p>Students understand concept of parallel lines and perpendicular lines and how their slopes are related. Students are able to find equation of a line perpendicular to a given line that passes through a given point.</p>	
<p>c) Comparing an oscilloscope measurement of a sine wave to measurements made by other instruments</p>		<p>Investigation and Experimentation:</p> <p>1.a - Select and use appropriate tools and technology to perform tests, collect data, analyze relationships, and display data.</p>	<p>Algebra 8.0:</p> <p>Students understand concept of parallel lines and perpendicular lines and how their slopes are related. Students are able to find equation of a line perpendicular to a given line that passes through a given point.</p>	
<p>9. Introduction to Digital Electronics The students will understand fundamental concepts of digital electronics. They will demonstrate content proficiency by:</p>				

<p>a) Drawing and labeling the seven basic logic gates</p>				
<p>b) Deriving the truth tables of the seven basic logic gates</p>				
<p>c) Constructing logic circuits using discrete components to emulate the seven basic gates</p>		<p>Physics 5: Electric and Magnetic phenomena are related and have many practical applications. As a basis for understanding this concept: d. Students know the properties of transistors and the role of transistors in electric circuits.</p>		
<p>10. Electronic Assembly The students will understand the procedures and processes related to electronic assembly. They will demonstrate content proficiency by:</p>				

a) Constructing an electronic device following a schematic diagram as a sole reference				
b) Demonstrating the ability to use soldering techniques				
c) Identifying tools commonly used in the electronic assembly				
d) Using tools for their intended applications				
<p>11. Employability Skills The students will understand how the development of personal skills affects their employability. They will demonstrate content proficiency by:</p>				

<p>a) Exhibiting positive attitudes, self-confidence, honesty, perseverance, self-discipline, and personal hygiene</p>	<p>Reading Comprehension:</p> <p>2.3 - Generate relevant questions about reading on issues that can be researched.</p> <p>Writing Application:</p> <p>2.5 - Write business letters:</p> <p>a. Provide clear and purposeful information and address the intended audience appropriately.</p> <p>b. Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.</p> <p>c. Highlight central ideas or images.</p>			
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	<p>d. Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.</p>			
<p>b) Researching and identifying career paths and strategies for obtaining employment</p>	<p>Reading Comprehension:</p> <p>2.1 - Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purpose.</p> <p>2.2 - Prepare a bibliography of reference materials for a report using a variety of consumer, workplace, and public documents.</p> <p>2.3 - Generate relevant questions about reading on issues that can be researched.</p>			<p>Historical and Social Sciences analysis Skills: <i>Historical Research, Evidence, and Point of View 4</i></p> <p>Students construct and test hypotheses; collect, evaluate, and employ information from multiple primary and secondary sources; and apply it in oral and written presentations.</p> <p>United States History and Geography:</p> <p>11.11 Students analyze the major social problems and domestic policy issues in contemporary American society.</p>

	<p>2.4 - Synthesize the content from several sources or works by a single issue; paraphrase the ideas and connect them to other sources and related topics to demonstrate comprehension.</p> <p>2.7 - Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstanding.</p> <p>2.8 - Evaluate the credibility of an author's argument or defense of a claim by critiquing the relationship between the comprehensiveness of evidence, and the way in which the author's intent affects the structure and tone of the text.</p>			<p>11.11.3 - Describe the changing roles of women in society as reflected in the entry of more women into the labor force and the changing family structure.</p>
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	<p>Writing Strategies:</p> <p>1.3 - Use clear research questions and suitable research methods to elicit and present evidence from primary and secondary sources.</p> <p>1.5 - Synthesize information from multiple sources and identify complexities and discrepancies in the information and the different perspective found in each medium.</p>			
	<p>1.7 - Use appropriate conventions for documentation in the text, notes, and bibliographies by adhering to those in style manuals.</p> <p>Writing Application:</p> <p>2.5 - Write business letters:</p>			

- a.** Provide clear and purposeful information and address the intended audience appropriately.
- b.** Use appropriate vocabulary, tone, and style to take into account the nature of the relationship with, and the knowledge and interests of, the recipients.
- c.** Highlight central ideas or images.
- d.** Follow a conventional style with page formats, fonts, and spacing that contribute to the documents' readability and impact.

**Written and Oral
English Language
Conventions :**

1.2 - Understand sentence construction.

	<p>1.3 - Demonstrate an understanding of proper English usage and control of grammar, paragraph and sentence structure, diction, and syntax.</p> <p>1.4 - Produce legible work that shows accurate spelling and correct use of the conventions of punctuation and capitalization</p> <p>Listening and Speaking:</p> <p>1.1 - Formulate judgments about the ideas under discussion and support those judgments with convincing evidence.</p> <p>1.4 - Choose appropriate techniques for developing the introduction and conclusion.</p>			
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	<p>Speaking Applications:</p> <p>2.1 - Deliver narrative presentations:</p> <p>a. Narrate a sequence of events and communicate their significance to the audience.</p> <p>2.3 - Apply appropriate interviewing techniques:</p> <p>a. Prepare and ask relevant questions.</p> <p>b. Make notes of responses.</p> <p>c. Use language that conveys maturity, sensitivity, and respect.</p> <p>d. Respond correctly and effectively to questions.</p> <p>e. Demonstrate knowledge of the subject or organization.</p>			
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	<p>f. Compile and report responses.</p> <p>g. Evaluate the effectiveness of the interview.</p>			
<p>c) Applying the principles of effective communication to convey and obtain information</p>	<p>Reading Comprehension:</p> <p>2.1 - Analyze the structure and format of functional workplace documents, including the graphics and headers, and explain how authors use the features to achieve their purposes.</p> <p>2.3 - Generate relevant questions about reading on issues that can be researched.</p> <p>Writing Strategies:</p> <p>1.2 - Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.</p>			

	<p>1.9 - Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of work choice, and the tone by taking into consideration the audience, purpose, and formality of the context.</p>			
<p>d) Exhibiting critical and creative logical reasoning and problem solving skills</p>	<p>Reading Comprehension:</p> <p>2.5 - Extend ideas presented in primary and secondary sources through original analysis, evaluation, and elaboration.</p> <p>2.7 - Critique the logic of functional documents by examining the sequence of information and procedures in anticipation of possible reader misunderstandings.</p>			

	<p>Writing Strategies:</p> <p>1.1 - Establish a controlling impression or coherent thesis that conveys a clear and distinctive perspective on the subject and maintain a consistent tone and focus throughout the piece of writing.</p> <p>1.2 - Use precise language, action verbs, sensory details, appropriate modifiers, and the active rather than passive voice.</p> <p>1.9 - Revise writing to improve the logic and coherence of the organization and controlling perspective, the precision of work choice, and the tone by talking into consideration the audience, purpose, and formality of the context.</p>			
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	<p>Writing Applications:</p> <p>2.6 - Write technical documents (e.g., a manual on rules of behavior for conflict resolution, procedures for conducting a meeting, minutes of a meeting):</p> <p>a. Report information and convey ideas logically and correctly.</p> <p>b. Offer detailed and accurate specifications.</p> <p>c. Include scenarios, definitions, and examples to aid comprehension (e.g., troubleshooting guide).</p> <p>d. Anticipate readers' problems, mistakes, and misunderstandings.</p>			
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