



ELMWOOD PARK PUBLIC SCHOOLS

OFFICE OF CURRICULUM AND INSTRUCTION

COMPUTER APPLICATIONS

Grades 9, 10, 11, & 12

5 credits

ABSTRACT

This course is designed to introduce the student to the beginning, intermediate, and advanced capabilities of various programs that expose students to different technology applications over an array of careers and industries. Exploring the Internet and Internet safety is also discussed/taught. Students will develop skills in information gathering, compilation, sorting, and calculation. Students are expected to develop the necessary skills to seek, obtain, maintain, and change jobs.

UNIT #: <i>Unit Title</i>	UNIT 1: <i>Introduction and Basics</i> <i>Internet Safety</i>	UNIT 2: <i>Keyboarding</i>	UNIT 3: <i>Word / Pages / Google Docs /</i> <i>Excel / Numbers</i>
Number of Days	20 days	40 days	40 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS 2020)</i>	Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1	Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1	Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1
	Career Readiness, Life Literacies, and Key Skills 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.7 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.1 9.4.12.CT.2	Career Readiness, Life Literacies, and Key Skills 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.7 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.6	Career Readiness, Life Literacies, and Key Skills 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.7 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3 9.4.12.CT.2 9.4.12.DC.3

	9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.6 9.4.12.DC.7 9.4.12.IML.2 9.4.12.TL.1 9.4.12.TL.2 9.4.12.TL.3 9.4.12.TL.4	9.4.12.DC.7 9.4.12.IML.2 9.4.12.TL.1 9.4.12.TL.2 9.4.12.TL.3 9.4.12.TL.4	9.4.12.DC.4 9.4.12.DC.6 9.4.12.DC.7 9.4.12.IML.2 9.4.12.TL.1 9.4.12.TL.2 9.4.12.TL.3 9.4.12.TL.4
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	• Computers are relevant in our everyday lives; personally and professionally. • The world wide web is an excellent resource. • It is important to have an understanding of Internet basics while using safety precautions. • Understand the history of the Internet and World Wide Web. • Appreciate the role of Internet technologies in society, business and communication. • Demonstrate proficient use of computers that supports learning and Internet Safety. • Demonstrate and practice safe, legal and responsible use of information and technology.	• Interactions take on many different forms. • Communication is an essential part of our daily lives in school and at work. • Knowing how to type (keyboard) properly, one does not have to look or search for the keys. • Correct keyboarding skills increase ability to complete tasks more efficiently. • Many careers still require employees to have proper keyboarding skills. • Recognizing ergonomics are important for future body health.	• Microsoft Office Suite (MOS), Mac Platform and Google Docs are increasingly popular in the workforce; manipulation and knowledge of MOS and GD is essential for being successful in the workforce professionally and in one's personal daily life. • All learned software skills can be applied to many other programs. • Improving skills across major data programs will give you job advantages. • An effective public speaker can influence, persuade, and/or motivate an audience. • Databases are used to organize large amounts of information.

			Skills needed to calculate, sort and analyze data are available through various programs.
ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	- How can one deconstruct various items into their shapes? - What are the basics of a computer? - How is the understanding of basic computer applications essential to one's life? - How do you apply the safety standards of the computer in everyday life? - What careers require computer skills? - How can the Internet enhance your personal life and be applied to the workplace? - What are safety concerns while navigating and using the Internet?	- Why is it important to spell words correctly and use proper punctuation when composing a document? - What are specific and proper keyboarding functions? - What are the proper keyboarding skills as it applies to successful employment? - How important is the brain and finger connection? - Why is proofreading an essential component of creating final documents in both the workforce and in one's daily life?	- How do you open a Word /Pages/Google Document? - Can you identify the icons from multiple screen toolbars? - Can you use the editing commands to change documents? - As a speaker how do I gain confidence to become more comfortable in front of an audience? - How does knowledge of various software programs support problem solving and decision making when creating projects? - How does one approach a research topic, using the computer resources?

STAGE 2: ASSESSMENT EVIDENCE

What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]

PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i> <i>(By what criteria will performances of understanding be judged?)</i>	• Understanding risks and safety of using computers quiz • Word/ Pages/ Google Docs: Shape Toolbar –Create Me • Word/Pages/Google Docs: Shape Tool Bar: form an object by design • Join Stock Market Game (for future activity) • Join A Word A Day web Site • Join Google Classroom/Canvas • Students understand the obligations and responsibilities of being a member of a community, and they demonstrate this understanding every day through their interactions with others. They are conscientious of the impacts of their decisions on others and the environment around them. They think about the near-term and long-term consequences of their actions and seek to act in	• Compose a horoscope for a fellow classmate • Compose original documents utilizing proper mechanics • Design business card/address book template • Classmate typed interviews • Holiday fun using the keyboard • Translation project • Hone interviewing skills • Design business card/address book	• Create a memo • Create flyers • Create a brochure • Create calendars • Design tables • Complete business letter • Write and edit sustainability essay • Peer edit • Future car purchase • Graphing data • Individual edit • CD About Me • 4x4 Tables
--	--	---	--

	ways that contribute to the betterment of their teams, families, community and workplace. They are reliable and consistent in going beyond the minimum expectation and in participating in activities that serve the greater good.		
OTHER EVIDENCE: <i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?) (How will students self-assess their learning?)</i>	• Teacher observation • Tests/Quizzes • Student participation • Application Problems • Projects	• Teacher observation • Tests/Quizzes • Student participation • Application Problems • Projects	• Teacher observation • Tests/Quizzes • Student participation • Application Problems • Projects
RESOURCES:	• Computer Lab • Internet • Assorted Software • Supplemental Materials • Career Related Software	• Computer Lab • Assorted Software • Supplemental Materials • Career Related Software • Spell Check • Punctuation procedures • Proper use of numbers, word division, roman numerals, etc. • Proofreading and editing • Internet Typing Sites	• Computer Lab • Internet • Assorted Software • Supplemental Materials • Career Related Software

		• Typing Workbook	
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>			
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	• Keyboarding • Independent Research • Paired Research • Shape Selfie • Shape Object • Project Creation	• Proper Keying • Punctuation Procedures • Spell Check • Proper use of numbers, word division, roman numerals, etc. • Proofreading and Editing assorted documents	• Keyboarding • Independent Research • Paired Research • Printing Documents • Opening/labeling all documents • Saving Documents • Formatting page procedures for MOS/MAC/GDocs
CROSS-CURRICULAR / DIFFERENTIATION: <i>(What cross-curricular (e.g. writing, literacy, math, science, history, 21st century life and careers, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	<u>Cross-Curricular:</u> English Language Arts (RI.9-10.1, W.9-10.2.A-F RI.11-12.1, W.11-12.2.A-F) •Use reading comprehension to evaluate and analyze real-world problems. •Use writing skills to provide reasoning for given problem solutions. •Respond to open-ended responses, conclusions, and analysis of exploratory activities in writing.	<u>Cross-Curricular:</u> English Language Arts (RI.9-10.1, W.9-10.2.A-F RI.11-12.1, W.11-12.2.A-F) •Use reading comprehension to evaluate and analyze real-world problems. •Use writing skills to provide reasoning for given problem solutions. •Respond to open-ended responses, conclusions, and analysis of	<u>Cross-Curricular:</u> English Language Arts (RI.9-10.1, W.9-10.2.A-F RI.11-12.1, W.11-12.2.A-F) •Use reading comprehension to evaluate and analyze real-world problems. •Use writing skills to provide reasoning for given problem solutions. •Respond to open-ended responses, conclusions, and analysis of exploratory activities in writing.

	<u>Differentiation:</u> English Language Learners: • Provide visuals and definitions for students • Students may use a bilingual dictionary (or online translation tool). • Read aloud written instructions Special Education/504: • Extended time on assessments when needed • Preferred seating to be determined by student and teacher • Provide modified assessments when necessary • Establish a non-verbal cue to redirect student when not on task • Maintain strong teacher / parent communication Gifted and Talented Students: • Students will be afforded the opportunity to locate current events, beyond the scope	exploratory activities in writing. <u>Differentiation:</u> English Language Learners: • Assist students with interview skills. Provide questions in native language. • Students may use a bilingual dictionary (or online translation tool). • Read aloud written instructions Special Education/504: • Checklist provided for interview skills. • Preferred seating to be determined by student and teacher • Provide modified assessments when necessary • Establish a non-verbal cue to redirect student when not on task • Maintain strong teacher / parent communication	<u>Differentiation:</u> English Language Learners: • Allow students to make calendars and flyers in their native language. • Students may use a bilingual dictionary (or online translation tool). • Read aloud written instructions • Provide modified assessments when necessary. Special Education/504: • Review the concept of graphing. • Students may be provided a checklist for navigating different programs. • Students: Modifications in accordance with individual students' 504 plans and IEPs • Students may be provided with note organizers / study guides to reinforce key topics • Preferred seating to be determined by student and teacher • Provide modified assessments when necessary
--	---	--	--

	discussed in class, that are relevant to the class lessons in order to peer teach and share. All students will be provided a choice of enrichment activities to expand upon the curriculum, where time permits • Use higher level questioning techniques in class and on applicable assessment pieces At Risk: • Teachers may supplement printed resources with visual and/or audio resources to allow for multiple intelligences and learning styles	Gifted and Talented Students: • Peer Tutoring when designing business cards. • Assist other students with interview skills. • Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share. All students will be provided a choice of enrichment activities to expand upon the curriculum, where time permits • Use higher level questioning techniques in class and on applicable assessment pieces At Risk: • Provide models of business cards for students. • Videos of mock interviews taking place. • Teachers may supplement printed resources with visual and/or audio resources to	• Establish a non-verbal cue to redirect student when not on task • Maintain strong teacher / parent communication Gifted and Talented Students: • Students can be given the opportunity to present to the class on the different platforms used. • Peer Tutoring with Google Docs, Excel, etc. • Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share. All students will be provided a choice of enrichment activities to expand upon the curriculum, where time permits • Use higher level questioning techniques in class and on applicable assessment pieces At Risk:
--	--	---	---

		allow for multiple intelligences and learning styles	• Students may be provided a reference sheet for navigating the different platforms. • Teachers may supplement printed resources with visual and/or audio resources to allow for multiple intelligences and learning styles
--	--	--	--

***WHERE TO**

W = Help the students know **WHERE** the unit is going and **WHAT** is expected. Help the teacher know **WHERE** the students are coming from (prior knowledge, interests).

H = **HOOK** all students and **HOLD** their interest.

E = **EQUIP** students, help them **EXPERIENCE** the key ideas and **EXPLORE** the issue.

R = Provide opportunities to **RETHINK** and **REVISE** their understanding and work.

E = Allow students to **EVALUATE** their work and its implications.

T = **TAILORED** to the different needs, interests, and abilities of learners.

O = **ORGANIZE** to maximize initial and sustained engagement as well as effective learning.

UNIT #: <i>Unit Title</i>	Unit 4: <i>Presentation Software</i>	Unit 5: <i>Photoshop and Other Picture Software (e.g., Photobooth)</i>	Unit 6: <i>Web Designing</i>
Number of Days	25 days	25 days	20 days
STAGE 1: DESIRED RESULTS <i>What will students understand as a result of the unit? What are the BIG ideas?</i>			
ESTABLISHED GOALS: <i>(NJSLS 2020)</i>	Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.7 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3	Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.7 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3	Technology 8.1.12.A.3 8.1.12.C.1 8.1.12.D.1 8.1.12.D.2 8.1.12.F.1 8.2.12.E.1 Career Readiness, Life Literacies, and Key Skills 9.2.12.CAP.2 9.2.12.CAP.3 9.2.12.CAP.4 9.2.12.CAP.5 9.2.12.CAP.6 9.2.12.CAP.7 9.4.12.CI.1 9.4.12.CI.2 9.4.12.CI.3

	9.4.12.CT.1 9.4.12.CT.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.6 9.4.12.DC.7 9.4.12.IML.2 9.4.12.TL.1 9.4.12.TL.2 9.4.12.TL.3 9.4.12.TL.4	9.4.12.CT.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.6 9.4.12.DC.7 9.4.12.IML.2 9.4.12.TL.1 9.4.12.TL.2 9.4.12.TL.3 9.4.12.TL.4	9.4.12.CT.2 9.4.12.DC.3 9.4.12.DC.4 9.4.12.DC.6 9.4.12.DC.7 9.4.12.IML.2 9.4.12.TL.1 9.4.12.TL.2 9.4.12.TL.3 9.4.12.TL.4
ENDURING UNDERSTANDINGS: <i>(Students will understand that . . .)</i>	• Observation of the world around us crafts critical thinkers. • Information gathering is an important tool for becoming an expert. • Understanding various cultures helps us to be global citizens. • Organized presentations help to keep the audience engaged. • Computer programs are being integrated into our personal and professional lives.	• In today's job market digital imagery is used for all aspects of graphic applications. • Digital imagery includes advertising, marketing and publishing applications in the job market. • Each tool has a unique purpose. • One can manipulate photos in many ways. • Transform objects by skewing, rotating and scaling.	• The skills needed for the design process are fundamental to both engineering a product and for using technology. • Use multimedia for web designing to communicate factual information and ideas effectively to an audience. • A specific language is needed to create web pages. • Web designing follows many specialized instructions. • There are good web designs and bad web designs. • Buttons can be created for linking.

ESSENTIAL QUESTIONS: <i>(What provocative questions will foster inquiry, understanding, and transfer of learning?)</i>	• Why is it important to learn the specifics of many software programs? • Why do projects have technical specifications? • How does analyzing American Presidents articulate American history and culture? • How does our ability to use computer software help us in the job market? • In what ways can I fill the content requirements and be creative? • Why do we have to follow the directions given for an assignment? • How can the Internet be a good source for facts? • Why is public speaking an essential future skill?	• Can you identify the proper tools for creating a unique graphic, from a blank page? • Can you recognize the proper tools for enhancing digital photos? • When altering, editing and repairing photos, what precautions should be taken? • How can computer technology aide in research and presentation of a topic? • How can Photoshop be used to manipulate images? • Where are the tools located? • How do we label, save and print digital images? • How does Fine Arts apply to computer designing?	• Why is it valuable to examine products before beginning the process of creating a website? • Why is it important to determine the target audience? • Why are the assortment of colors, fonts and themes important selections? • How does the selection of color, font and theme affect the audience? • How does an effective page layout lead to a more user friendly page? • What is HTML? • What elements make up a good website? • What are forms used for?
STAGE 2: ASSESSMENT EVIDENCE <i>What evidence will be collected to determine whether or not the understandings have been developed, the knowledge and skills attained, and the state standards met? [Anchor the work in performance tasks that involve application, supplemented as needed by prompted work, quizzes, observations, etc.]</i>			
PERFORMANCE TASKS: <i>(Through what authentic performance tasks will students demonstrate the desired understandings?)</i>	• Background work • Public Speaking connected to project work • Presentation software (Keynote, PowerPoint, Google	• Planets and Eggs • Enhancing and manipulating digital photos • Altering, editing and repairing digital photos	• State Web Page • Chemical Website • Web Forms Construction • Database Connection • Coding

<i>(By what criteria will performances of understanding be judged?)</i>	Slides...) based on project parameters • Culture Artist presentation project • Interpret a Story Book • Present a Story Book • Presidential PowerPoint • Financial Charade • Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	• Creating a composite image • Manipulate individual layers • Erase objects from an existing image • Combining and adding objects and images • Students find and maximize the productive value of existing and new technology to accomplish workplace tasks and solve workplace problems. They are flexible and adaptive in acquiring new technology. They are proficient with ubiquitous technology applications. They understand the inherent risks-personal and organizational-of technology applications, and they take actions to prevent or mitigate these risks.	• A to Z Web Design • History of Emoticons and Emoticon creation: Design using ASCII Text
OTHER EVIDENCE:<i>(Through what other evidence (e.g. quizzes, tests, academic prompts, observations, homework, journals) will students demonstrate achievement of the desired results?)</i>	• Teacher Observation • Tests/Quizzes • Student Participation • Application Problems Projects • Oral Presentations	• Teacher Observation • Tests/Quizzes • Student Participation • Application Problems Projects • Oral Presentations	• Teacher Observation • Tests/Quizzes • Student Participation • Web Designing Projects • Oral Presentations • Web Creations (Sites and Pages)

<i>(How will students self-assess their learning?)</i>			
RESOURCES:	• Computer Lab • Internet • Projector • Assorted Software • Supplemental Materials • Career Related Software	• Computer Lab • Internet • Projector • Assorted Software • Supplemental Materials • Career Related Software	• Computer Lab • Internet • Projector • Assorted Software • Supplemental Materials • Career Related Software
STAGE 3: LEARNING PLAN <i>What learning experiences and instruction will enable students to achieve the desired results? Utilize the WHERE TO* acronym to consider key design elements.</i>			
SKILLS AND TOPICS: <i>(What specific activities will students do and what skills will students know as a result of the unit?)</i>	• Keyboarding • Independent Research Skills • Paired Research • Public Speaking • Presentation Essentials • Designing Elements • Applying New and Prior Knowledge • Software Evaluation	• Keyboarding • Photo Editing • Independent Research • Paired Research • Object Creation • Public Speaking • Presentation Fundamentals • Designing Elements • Applying New and Prior Knowledge • Software Evaluation	• Keyboarding • Website Designing • Coding • Independent Research • Paired Research • Public Speaking • Presentation Fundamentals • Designing Elements • Applying New and Prior Knowledge • Software Evaluation
CROSS-CURRICULAR / DIFFERENTIATION:	<u>Cross-Curricular:</u>	<u>Cross-Curricular:</u>	<u>Cross-Curricular:</u>

<i>(What cross-curricular (e.g. writing, literacy, math, science, history, 21st century life and careers, technology) learning activities are included in this unit that will help achieve the desired results?)</i> <i>(What type of differentiated instruction will be used for Sp.Ed./504, ELL, G&T, At-Risk students?)</i>	English Language Arts (RI.9-10.1, W.9-10.2.A-F RI.11-12.1, W.11-12.2.A-F) •Use reading comprehension to evaluate and analyze real-world problems. •Use writing skills to provide reasoning for given problem solutions. •Respond to open-ended responses, conclusions, and analysis of exploratory activities in writing. <u>Differentiation:</u> English Language Learners: • Provide visuals and definitions for students during the review of presentation software (Keynote, PowerPoint, Google Slides). • Students may use a bilingual dictionary (or online translation tool). • Read aloud written instructions. Special Education/504: • Allow choice of presentation software (Keynote, PowerPoint, Google Slides).	English Language Arts (RI.9-10.1, W.9-10.2.A-F RI.11-12.1, W.11-12.2.A-F) •Use reading comprehension to evaluate and analyze real-world problems. •Use writing skills to provide reasoning for given problem solutions. •Respond to open-ended responses, conclusions, and analysis of exploratory activities in writing. <u>Differentiation:</u> English Language Learners: • Provide visuals and definitions for students when working with photoshop. • Students may use a bilingual dictionary (or online translation tool). • Read aloud written instructions. Special Education/504: • Provide checklists and resources to easily navigate Photoshop	English Language Arts (RI.9-10.1, W.9-10.2.A-F RI.11-12.1, W.11-12.2.A-F) •Use reading comprehension to evaluate and analyze real-world problems. •Use writing skills to provide reasoning for given problem solutions. •Respond to open-ended responses, conclusions, and analysis of exploratory activities in writing. <u>Differentiation:</u> English Language Learners: • Students may use a bilingual dictionary or online translation tool when creating their webpage. • Provide visuals and definitions for students • Read aloud written instructions. Special Education/504: • Students may be provided a template to start with when designing a website.
---	--	--	---

	• Extended time on assessments when needed • Preferred seating to be determined by student and teacher • Provide modified assessments when necessary • Establish a non-verbal cue to redirect student when not on task • Maintain strong teacher / parent communication Gifted and Talented Students: • Research and collect data on different platforms for presentations and share this information with the class. • Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share. All students will be provided a choice of enrichment activities to expand upon the curriculum, where time permits	• Extended time on assessments when needed • Preferred seating to be determined by student and teacher • Provide modified assessments when necessary • Establish a non-verbal cue to redirect student when not on task • Maintain strong teacher / parent communication Gifted and Talented Students: • Allow students to conduct a tutorial through Photoshop for the whole class. • Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share. All students will be provided a choice of enrichment activities to expand upon the curriculum, where time permits • Use higher level questioning techniques in class and on applicable assessment pieces	• Extended time on assessments when needed • Preferred seating to be determined by student and teacher • Provide modified assessments when necessary • Establish a non-verbal cue to redirect student when not on task • Maintain strong teacher / parent communication Gifted and Talented Students: • Allow students to model their webpage for the class. • Students can create a checklist for their peers to follow. • Peer tutoring • Students will be afforded the opportunity to locate current events, beyond the scope discussed in class, that are relevant to the class lessons in order to peer teach and share. All students will be provided a choice of enrichment activities to expand upon the curriculum, where time permits
--	--	--	--

	• Use higher level questioning techniques in class and on applicable assessment pieces At Risk: • Assist with public speaking. • Peer tutoring. • Choice of topic to speak about. • Teachers may supplement printed resources with visual and/or audio resources to allow for multiple intelligences and learning styles	At Risk: • A checklist for combining and adding objects and images • Teachers may supplement printed resources with visual and/or audio resources to allow for multiple intelligences and learning styles	• Use higher level questioning techniques in class and on applicable assessment pieces At Risk: • Assist students with determining the target audience when creating a webpage. • Teachers may supplement printed resources with visual and/or audio resources to allow for multiple intelligences and learning styles
--	---	--	---