# RSU 24 Course Change Request

**This form and process is used for adding courses. After being signed off on by the Building Principal, please submit to the Curriculum Director. The request will be reviewed by the Educational Programming Committee and RSU Board in a 2-step process.**

**Person/Team Making Request: Math Team 9-12**

**Content Area: Mathematics**

**Course Title: Intermediate Algebra**

**Purpose of the Course:** This course will provide opportunities for students to both remediate Algebra 1 PIs and begin working on Algebra II PIs.

**Course Objectives:** Please be specific in how these objectives relate to RSU 24's Graduation Standards and Performance Indicators, as well as how they will be assessed.

1. Students will remediate PIs from Principles of Algebra and/or Algebra 1.
2. Students will be introduced to Algebra 2 concepts at a slower pace than a traditional Algebra 2 program.
3. This program will help to avoid most situations that require students to repeat a math course.
4. This course will allow other courses to move forward at a more appropriate pace since there will be fewer students who are not fully prepared for the challenge of upper level content. .

**Please attach a proposed budget**. What impact will the proposed change have on monies? Materials/textbooks/equipment? Additional staffing needs? Training needed for implementation? Funding sources? No materials necessary at this time beyond what we have in our classrooms.

There are no additional staffing or materials needed.

**How does this change affect the teaching schedule?**
This course fits within our planned schedule.

**Other Additional Information:** We work hard to avoid having students repeat courses whenever possible but the reality is that students are coming to high school unprepared for the rigor our math program requires. The alternative is to move students into coursework that they are not ready for. While some courses allow students to jump concepts, mathematics does not. Our students need a successful base in Algebra 1 in order to find success in our more advanced classes. This class is designed to provide additional experiences for students on which to build success using the Eureka Algebra 1 and Algebra 2 curriculum.

**Signatures:**

Teacher(s): Marielle Edgerly Date: 3/22/22

_____ Date: _____

Building Principal: _____ Date: 3/22/22

Curriculum Director: _____ Date: 4/8/22

**First Review by the Educational Programming Committee on:** 4/12/22

**Recommendation to RSU 24 Board of Directors:** _____

**RSU 24 Board of Directors' Decision:**

**Date:**

# RSU 24 Course Change Request

**This form and process is used for adding courses. After being signed off on by the Building Principal, please submit to the Curriculum Director. The request will be reviewed by the Educational Programming Committee and RSU Board in a 2-step process.**

**Person/Team Making Request:** Rachel Stafford / Social Studies Department

**Content Area:** Social Studies

**Course Title:** Microeconomics / Economics I

**Purpose of the Course:** This semester-long course will serve as an introduction to the study of economics which is in essence the study of choices. In this course students will focus on the principles of Microeconomics, the choices made about how to use resources on the level of individual consumers and businesses. Students will analyze various historical economic systems, production possibilities and the types of resources available. the various market effects of supply and demand, how businesses make production decisions and how the influence of competition affects a product market. Students will demonstrate understanding through the use of various projects, discussions, and activities. Many of these assignments will require graphing and market simulations.

**Course Objectives:** Please be specific in how these objectives relate to RSU 24's Graduation Standards and Performance Indicators, as well as how they will be assessed.

Unit 1: Thinking Economically

- Making economic decisions
    - Economics = Choices
    - Opportunity Costs
    - Tragedy of the Commons
- Comparing and contrasting economic systems
    - Capitalism, Communism, Socialism
    - Traditional, Command, Market, Mixed systems
- Trade
    - Global trade agreements/alliances
    - Globalization of markets

Unit 2: How Markets Work

- Resources
    - Natural, Human, Capital Resources
- Demand
    - Factors of Demand
    - Creating a Demand Schedule
    - Graphing Demand

    - Increase and Decrease in Demand
- Supply
    - Factors of Production
    - Creating a Supply Schedule
    - Graphing Supply
    - Increase and Decrease in Supply
- Equilibrium
    - Equilibrium Price
    - Equilibrium Quantity
    - Surplus and Shortage
    - Market Floors and Ceilings

Unit 3: Economic Institutions and Organizations

- Money
    - Barter to Currency
    - Currency standards
- Banking
    - Interest Rates
    - Currency regulation
    - Federal Reserve Bank (intro to - as a bank for banks)
- Entrepreneurship
    - Risk and Reward
    - Business Plan
- Human Capital
    - Labor/workplace relations
    - Human capital protections

PI's Measured:

- MLR.SS.9-12.E.D1: Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability
- MLR.SS.9-12.E.D2: Explaining and applying the concepts of specialization, economic interdependence, and comparative advantage.
- MLR.SS.9-12.E.F1: Comparing a variety of economic systems and strategies of economic development.
- MLR.SS.9-12.GC.D1: Analyze multiple views on how resource distribution has affected wealth, poverty, and other economics factors and present an argument as to the role of regional, international, and global organizations that are engaged in economic development.
- MLR.SS.9-12.CG1.F1: Explain that the study of government includes structures, functions, institutions, and forms of government.
- NCSS.D2.Geo.6.9-12: Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- MLR.SS.9-12.H1.D1: Analyze and critique varying interpretations of historic people, issues, or events and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.

- ELA.WHST.11-12.4: Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
- ELA.RH.11-12.2: Determine the central ideas or information of a primary or secondary source; provide an accurate summary that makes clear the relationships among the key details and ideas.
- ELA.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Please attach a proposed budget.** What impact will the proposed change have on monies? Materials/textbooks/equipment? Additional staffing needs? Training needed for implementation? Funding sources?

- Teacher copy of TCI's Econ Alive! The Power to Choose
    - Per the TCI purchasing page each TCI Teacher license gives access to all high school level courses. No additional licenses would be required.
- Student copies of TCI's Econ Alive! The Power to Choose
    - Per the TCI purchasing page each TCI Student license gives access to all high school level courses. No additional licenses would be required.
- With 3 full time social studies teachers, staffing should not be affected.
- High school teachers are already familiarized with the TCI framework or can complete a free TCI sponsored professional development course aimed at understanding how to use their products effectively in the classroom.
- The Maine Social Studies teaching certificate includes Economics as a content area.
- All funds come from the previously requested Social Studies Budget for the 2022-2023 school year, namely our requests for TCI licenses.

**How does this change affect the teaching schedule?**

In order to change the sequence of social studies courses taken, namely making World History a freshman level course and Government a senior level course we currently have an abundance of World History sections. There are 9 World History sections for the 2021-2022 school year. In the 2022-2023 school year we do not anticipate needing that many sections which would allow for at least one section to cover Microeconomics during the fall semester and then a section offering Macroeconomics during the spring semester.

**Other Additional Information:**

While this course falls under the social studies purview it is closely related to many skills that will also be useful in both math and science courses. Microeconomics requires students to develop the ability to create and interpret data sets, use those data sets to create graphs, be able to interpret how variables will affect the data and graphs, and use those graphs to predict future outcomes.

**Signatures:**

Teacher(s): Rachel Stoll Date: 3/30/22

_____ Date: _____

Building Principal: _____ Date: 4/8/2022

Curriculum Director: _____ Date: 4/8/22

**First Review by the Educational Programming Committee on:** 4/12/22

**Recommendation to RSU 24 Board of Directors:** _____

**RSU 24 Board of Directors' Decision:**

**Date:**

# RSU 24 Course Change Request

**This form and process is used for adding courses. After being signed off on by the Building Principal, please submit to the Curriculum Director. The request will be reviewed by the Educational Programming Committee and RSU Board in a 2-step process.**

**Person/Team Making Request:** Rachel Stafford / Social Studies Department

**Content Area:** Social Studies

**Course Title:** Macroeconomics / Economics 2

**Purpose of the Course:** This course will serve as a continuation of Economics I. In this course students will look at economics from the perspective of a national scale instead of the individual. Students will first look at the ways that a national economy is measured including finding the GDP and looking at aggregate income. Students will also spend time analyzing the uses and goals of banking systems, fiscal policy and how a government can affect its economy, and the effects of globalization. Students will demonstrate understanding through the use of various projects, discussions, and activities. Many of these assignments will require graphing and the use of algebra level math skills to solve economic formulas.

Successfully completing Economics I is a prerequisite for this course.

**Course Objectives:** Please be specific in how these objectives relate to RSU 24's Graduation Standards and Performance Indicators, as well as how they will be assessed.

Unit 1: Economics of the Public Sector

- Government and the Economy
  - Federal Reserve Bank
  - Deficit Spending
  - Product Standards
  - Short Run vs Long Run policy
- Taxes and Taxation
  - Purpose of
  - Domestic Taxes
  - International Taxes and Customs

Unit 2: Measure and Managing the Economy

- Measuring the Economy
  - GDP
  - AGI
  - Unemployment
  - Inflation
- Fiscal and Monetary Policy

- Business Cycle
- Classical Economics
- Keynesian Economics

Unit 3:

- The United States and the Global Economy
  - Regional Trade Blocs
  - Types of Industry and Distribution
- The Costs and Benefits of Globalization
  - Consumption
  - Cultural Diffusion

PI's Measured:

- MLR.SS.9-12.E.D1: Analyze economic activities and policies in relationship to freedom, efficiency, equity, security, growth, and sustainability
- MLR.SS.9-12.E.D2: Explaining and applying the concepts of specialization, economic interdependence, and comparative advantage.
- MLR.SS.9-12.E.F1: Comparing a variety of economic systems and strategies of economic development.
- MLR.SS.9-12.GC.D1: Analyze multiple views on how resource distribution has affected wealth, poverty, and other economics factors and present an argument as to the role of regional, international, and global organizations that are engaged in economic development.
- MLR.SS.9-12.CG1.F1: Explain that the study of government includes structures, functions, institutions, and forms of government.
- NCSS.D2.Geo.6.9-12: Evaluate the impact of human settlement activities on the environmental and cultural characteristics of specific places and regions.
- MLR.SS.9-12.H1.D1: Analyze and critique varying interpretations of historic people, issues, or events and explain how evidence from primary and secondary sources is used to support and/or refute different interpretations.
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- ELA.RH.11-12.3: Evaluate various explanations for actions or events and determine which explanation best accords with textual evidence, acknowledging where the text leaves matters uncertain.

**Please attach a purposed budget.** What impact will the proposed change have on monies? Materials/textbooks/equipment? Additional staffing needs? Training needed for implementation? Funding sources?

- Teacher copy of TCI's Econ Alive! The Power to Choose
  - Per the TCI purchasing page each TCI Teacher license gives access to all high school level courses. No additional licenses would be required.
- Student copies of TCI's Econ Alive! The Power to Choose

- Per the TCI purchasing page each TCI Student license gives access to all high school level courses. No additional licenses would be required.
- With 3 full time social studies teachers, staffing should not be affected.
- High school teachers are already familiarized with the TCI framework or can complete a free TCI sponsored professional development course aimed at understanding how to use their products effectively in the classroom.
- The Maine Social Studies teaching certificate includes Economics as a content area.
- All funds come from the previously requested Social Studies Budget for the 2022-2023 school year, namely our requests for TCI licenses.

**How does this change affect the teaching schedule?**
In order to change the sequence of social studies courses taken, namely making World History a freshman level course and Government a senior level course we currently have an abundance of World History sections. There are 9 World History sections for the 2021-2022 school year. In the 2022-2023 school year we do not anticipate needing that many sections which would allow for at least one section to cover Microeconomics during the fall semester and then a section offering Macroeconomics during the spring semester.

**Other Additional Information:**
In order to successfully measure economic indicators students will need to be able to draw upon Algebra 1 level skills. They will need to be able to use formulaic expressions to solve problems and then be able to analyze those results in regards to economic health and be able to graph the outcomes. In Macroeconomics students will also need to express their critical thinking skills in regards to predicting and suggesting policy and cost benefit analysis.

**Signatures:**

Teacher(s): Rachel Stark Date: 3/30/22

_____ Date: _____

Building Principal: _____ Date: 4/8/2022

Curriculum Director: _____ Date: 4/8/22

**First Review by the Educational Programming Committee on:** 4/12/22

**Recommendation to RSU 24 Board of Directors:** _____

# RSU 24 New Course / Change Request

This form and process is used for adding and modifying courses. After being signed off on by the Building Principal, please submit to the Curriculum Director. The request will be reviewed by the Educational Programming Committee and RSU Board in a 2-step process.

**Person/Team Making Request:** Markus Ford M.Ed., SMHS Teacher

**Content Area:** Computer Science

**Course Title:** Introduction to Computers

**Course Term:** Semester

**Purpose of the Course:**
This is an introductory computer science course designed for both students learning about computers for the first time and experienced technology users looking to fill in the gaps. This course provides experiences which are practical, hands-on, authentic, technical and creative. By the end of the course, students should have a clear sense of how computers, the Internet and other digital technologies interact to support other content areas at Sumner and their career interests. This is a survey course containing a little of everything having to do with computers, beyond the phrase we often hear from students, "there's an app for that."

**Course Objectives:** Please be specific in how these objectives relate to RSU 24's Graduation Standards and Performance Indicators, as well as how they will be assessed.

The following is a list of standards and performance indicators, subject to input and revision through the approval process. Assessments are notated in the attached rough unit description document which has an assessment at the end of each unit.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing. (ELA.WHST.9-10.1.D)
- Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis on a model or theory. (NGSS.SEP.I.2)
- Cite strong and thorough textual evidence to support analysis of what the text says explicitly as well as inferences drawn from the text. (ELA.RL.9-10.1)
- Develop claim(s) and counterclaims fairly, supplying evidence for each while pointing out the strengths and limitations of bothi n a manner that anticipates the audience's knowledge level and concerns. (ELA.W.9-10.1.B)

**Please attach a proposed budget.**
What impact will the proposed change have on monies? Materials/textbooks/equipment? Additional staffing needs? Training needed for implementation? Funding sources? No materials necessary at this time beyond what we have in our classrooms.

This course will not have a budget impact. All equipment is on-hand and supplies are provisioned through other avenues. As this course matures, this may change. But even then, the cost for supplies will be $100 or less.

**How does this change affect the teaching schedule?**
I will have four teaching slots. Two will be GT. One will be my Prep. This leaves space for one course. Therefore no impact to the teaching schedule is anticipated.

**Other Additional Information:**
Please see attached:

- A rough unit description, with assessments.
- Computer science standards which could be targeted in addition to graduation standards. (These come from the Computer Science Teachers Association and are used by Delaware schools, among others.)

**Signatures:**

Teacher(s): _____ Date: 4/8/22

_____ Date: _____

Building Principal: _____ Date: 4/8/22

Curriculum Director: _____ Date: 4/8/22

**First Review by the Educational Programming Committee on:** 4/12/22

**Recommendation to RSU 24 Board of Directors:** _____

**RSU 24 Board of Directors' Decision:**

**Date:**

# Computer Engineering

**Course Description**
Computer engineers design and build computers and related devices. Using the student's past experiences as a foundation, this class will focus on a more in-depth look at what happens "under the hood". Using a mix of digital and analog resources, students will each design, build and program a simple computer to record sensor data. The computer will be placed in an environment where it can record data such as temperature, humidity, and sunlight. Students will then download stored data and use introductory computational science principles to analyze and report on the data retrieved. Along the way, students will manage their project using various design and coding applications. Subject to availability, students have the option of flying their completed device aboard one of the University of Maine's high altitude balloons as it goes to the "edge of space", above 99.9% of the Earth's atmosphere.

**Brainstorming Standards:**
- ELA (technology use)
- ELA (writing and presenting)
- Next Gen Science Standards (research)?
- Digital Literacy (are there standards?)
- Math (graphing data?)
- Social studies (researching influential people?)
- Social studies (can I bring in some psychology standards for HCI/UX part?)
- Next Gen (HS Engineering Design)

| | |
|---|---|
| **HS-ETS1-1.** | Analyze a major global challenge to specify qualitative and quantitative criteria and constraints for solutions that account for societal needs and wants. |
| **HS-ETS1-2.** | Design a solution to a complex real-world problem by breaking it down into smaller, more manageable problems that can be solved through engineering. |
| **HS-ETS1-3.** | Evaluate a solution to a complex real-world problem based on prioritized criteria and trade-offs that account for a range of constraints, including cost, safety, reliability, and aesthetics as well as possible social, cultural, and environmental impacts. |
| **HS-ETS1-4.** | Use a computer simulation to model the impact of proposed solutions to a complex real-world problem with numerous |

criteria and constraints on interactions within and between systems relevant to the problem.

**Term**
Semester

**Prerequisites**
Intro to Computers or permission of the instructor

**Units**
Getting the Most out of Google Docs (Review)

- Google Docs
- Calendar
- Spreadsheets
- Sheets (slide deck)
- Email
- Designing a logo for the project
- Setting Up the Repository Project (Unit Assessment)

Famous Computer Engineers

- Linus Torvalds (Linux)
- Guido van Rossum (Python)
- Neil Gershenfled (Personal Digital Fabrication)
- Tim Berners-Lee (HTTP Internet)
- James Gosling (Java)
- (What other engineers? Should be a diverse bunch.)
- Engineer Bio Report (Unit Assessment)

Building Basic Electronic Circuits - virtually in Tinkercad and in real life

- Components (battery, wires, LED light, resistor, switch)
- Creating a basic circuit
- Creating a complex circuit using a breadboard
- Soldering a circuit using a PCB
- The Great Circuit Challenge (Unit Assessment)

Hardware (Review)

- Power
- Motherboard
- Daughter Boards
- Memory
- Ports
- Case

- Wifi
- Screen
- Input (keyboard, mouse, USB)
- Parts Test (Unit Assessment)

How a Computer Works
- Input
- Logic
- Output
- Hexadecimal, ASCII, Binary
- Intro to the Arduino
- Computer Jeopardy (Unit Assessment)

Software and Coding
- Operating System
- Drivers
- Advanced Websites using PHP (data driven websites)
- C++ (Arduino, robotics, etc.)
- The importance of writing comments in your code
- Code Warrior Project (Unit Assessment)

Cyber Security
- Vulnerabilities
- Hacking (Black, White, Gray)
- A Detailed Look at the HCTC Program (Visit?)
- Cyber Security Paper (Unit Assessment)

Human-Computer Interface (HCI) and User Experience (UX)
- Psychology and User Perception
- Universal Design
- Empathy and Users
- Adaptive Technology
- User Testing and Feedback
- New Product Mockup Project (Unit Assessment)

Building and Testing Your Device (Final Project)
- Modify a template to create the circuit board design
- Send the design to the CNC, mill the circuit board
- Gather components, solder them to the circuit board
- Use a bootloader to put an operating system on the circuit board
- Write the computer software in C++ utilizing various code examples
- Upload code to the board
- Build the payload (protective case) and install the circuit board
- Test code and payload in simulated, realistic conditions
- Output a graphic design/logo to identify and celebrate the payload

- Send the payload to the University of Maine for inclusion on their next scientific ballooning flight. (Optional)
- Engineering Checklist (Unit Assessment)

Presentation of Findings (Balloon flight may happen as early as April, leaving time for additional content in May and June.)

- Analyze balloon flight data using spreadsheet formulas and graphing
- Using photos, graphs, and personal notes, create a Google slide deck of findings
- Students discuss what they would do the same way in the future and what they would change.
- Create a research poster using examples from local universities
- Present findings to an invited audience
- Slide and Presentation Rubric (Unit Assessment)

RESOURCES:
CSTA standards document

# RSU 24 New Course / Change Request

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**Person/Team Making Request:** Markus Ford M.Ed., SMHS Teacher

**Content Area:** Computer Science

**Course Title:** Computer Engineering

**Course Term:** Semester

**Purpose of the Course:**
Computer engineers design and build computers and related devices. Using the student's past experiences as a foundation, this class will focus on a more in-depth look at what happens "under the hood". Using a mix of digital and analog resources, students will each design, build and program a simple computer to record sensor data. The computer will be placed in an environment where it can record data such as temperature, humidity, and sunlight. Students will then download stored data and use introductory computational science principles to analyze and report on the data retrieved. Along the way, students will manage their project using various design and coding applications. Subject to availability, students have the option of flying their completed device aboard one of the University of Maine's high altitude balloons as it goes to the "edge of space", above 99.9% of the Earth's atmosphere.

**Course Objectives:** Please be specific in how these objectives relate to RSU 24's Graduation Standards and Performance Indicators, as well as how they will be assessed.

The following is a list of standards and performance indicators, subject to input and revision through the approval process. Assessments are notated in the attached rough unit description document which has an assessment at the end of each unit.

- Establish and maintain a formal style and objective tone while attending to the norms and conventions of the discipline in which students are writing. (ELA.WHST.9-10.1.D)
- Ask questions that can be investigated within the scope of the school laboratory, research facilities, or field (e.g., outdoor environment) with available resources and, when appropriate, frame a hypothesis on a model or theory. (NGSS.SEP.I.2)
- Ask and/or evaluate questions that challenge the premise(s) of an argument, the interpretation of a data set, or the suitability of a design. (NGSS.SEP.I.1)
- Make directional hypothesis that specify what happens to a dependent variable when an independent variable is manipulated. (NGSS.SEP.ED.1)
- Plan an investigations or test a design individually and collaboratively to produce data to serve as the basis for evidence as part of building and revising models, supporting explanations for phenomena, or testing solutions to problems. Consider possible confounding variables or effects and evaluate the investigation's design to ensure variables are controlled. (NGSS.SEP.ED.2)

**Please attach a proposed budget.**
What impact will the proposed change have on monies? Materials/textbooks/equipment? Additional staffing needs? Training needed for implementation? Funding sources? No materials necessary at this time beyond what we have in our classrooms.

This course will not have a budget impact. All equipment is on-hand and supplies are provisioned through other avenues. As this course matures, this may change. But even then, the cost for supplies will be $100 or less.

**How does this change affect the teaching schedule?**
I will have four teaching slots. Two will be GT. One will be my Prep. This leaves space for one course. Therefore no impact to the teaching schedule is anticipated.

**Other Additional Information:**
Please see attached:

- A rough unit breakout, with assessments.
- Computer science standards which could be targeted in addition to graduation standards. (These come from the Computer Science Teachers Association and are used by Delaware schools, among others.)

**Signatures:**

Teacher(s): _____ Date: 4/8/22

_____ Date: _____

Building Principal: _____ Date: 4/8/22

Curriculum Director: _____ Date: 4/8/22

**First Review by the Educational Programming Committee on:** 4/12/22

**Recommendation to RSU 24 Board of Directors:** _____

**RSU 24 Board of Directors' Decision:**

**Date:**

# NEW CLASS PROPOSAL 2022-2023

**Computer Science**

Computer science is about how to apply digital technology (programmable devices that need electricity) to logic, problem-solving, and creativity. In our modern age, computers and the algorithms used to program them affect nearly every aspect of human life. Knowledge of how computers work is a true 21st-century skill. In computer science courses we start with the fundamentals - both to help students new to the topic and to help experienced students fill in the gaps. Advanced coursework extends past traditional video game and robotics projects to incorporate such cutting edge technologies as digital fabrication and computational science. Computer science is an appropriate subject for all students to explore.

## Intro to Computers

**Course Description**
This is an introductory computer science course designed for both students learning about computers for the first time and experienced technology users looking to fill in the gaps. This course provides experiences which are practical, hands-on, authentic, technical and creative. By the end of the course, students should have a clear sense of how computers, the Internet and other digital technologies interact to support other content areas at Sumner and their career interests. This is a survey course containing a little of everything having to do with computers, beyond the phrase we often hear from students, "there's an app for that."

**Brainstorming Standards:**
- ELA (technology use)
- ELA (writing and presenting)
- Next Gen Science Standards (research)?
- Digital Literacy (are there standards?)

**Term**
Semester

**Prerequisites**
None - this course is appropriate for any student curious about computer science and willing to do the work.

**Units**
Getting the Most out of Google Docs
- Google Docs

- Calendar
- Spreadsheets
- Slides (slide deck)
- Email
- Printing
- Taking Over the World Project (Unit Assessment)

A Very Brief History of Computers
- The First Ones - To 1940
- How Computers Won the Wars - 1940-1960
- Dawn of Silicon Valley - 1960-2000
- When There Wasn't "An App For That" - 2000-2020
- What Does the Future Hold? Paper (Unit Assessment)

Hardware
- Power
- Mother Board
- Daughter Boards
- Memory
- Ports
- Case
- Wifi
- Screen
- Input (keyboard, mouse, USB)
- Parts Test (Unit Assessment)

Software
- Operating System
- Applications
- Basic Coding using Scratch
- Basic Web Design using HTML
- Code Warrior Project (Unit Assessment)

Digital Citizenship
- Making Good Decisions on the Internet
- Do You Trust Your Sources?
- Hacking (Black, White, Gray)
- Cyber Bullying
- Cyber Security (Tie-in to HCTC's program.)
- Reflection Paper (Unit Assessment)

Careers and Computers
- Computer Science Careers
- Technical Careers that use Computers
- Artistic Careers that use Computers

- What I Want to Be Paper (Unit Assessment)

Intro to 3D Printing (Final Project)

- Intro to 2D and 3D Design using Tinkercad
- Outputting a 3D Design File to a 3D Printer
- Taking an Original Design from Sketch to 3D Model to 3D Object Project (Unit Assessment)