PATERSON PUBLIC SCHOOLS

*Preparing All Children for College and Career*

Department of College and Career Readiness

# Language of Architecture & Construction (Construction Careers Exploration) Curriculum

10.0 Credits


# Unit 5: C-ROM

# Language of Architecture & Construction (Construction Careers Exploration)

## *Course Description*

Language of Architecture and Construction (Construction Careers Exploration) is a 10.0 credit seminar-style course that exposes students to many career industries and fields. The course is split into two sections, in which students are actively taking two of the eight topics/units covered during one academic year. These topics include: Graphic Design, Construction, Drafting-General, Woodworking, C-ROM, Printing, Safety, and Automotive.

Students acquire introductory-level knowledge and skills of these disciplines, and allows them to make an informed decision about their continued program of study in a given career field.

PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

# Language of Architecture & Construction (Construction Careers Exploration)

| Pacing Guide | | |
|---|---|---|
| **Unit** | **Topic** | **Suggested Timing** |
| ***COHORT A – 35 weeks of instruction*** | | |
| Unit 1 | Introduction and Overview of Graphic Design | approx. 9 weeks |
| Unit 2 | Introduction and Overview of Construction | approx. 9 weeks |
| Unit 3 | Introduction and Overview of Drafting - General | approx. 9 weeks |
| Unit 4 | Introduction and Overview of Woodworking | approx. 8 weeks |
| ***COHORT B – 35 weeks of instruction*** | | |
| Unit 5 | Introduction and Overview of C-ROM | approx. 9 weeks |
| Unit 6 | Introduction and Overview of Printing | approx. 9 weeks |
| Unit 7 | Introduction and Overview of Safety | approx. 9 weeks |
| Unit 8 | Introduction and Overview of Automotive | approx. 8 weeks |

# Educational Technology Standards

8.1.12.A.1, 8.1.12.B.2, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.E.1, 8.1.12.F.1

- **Technology Operations and Concepts**
  - Create a personal digital portfolio which reflects personal and academic interests, achievements, and career aspirations by using a variety of digital tools and resources.

- **Creativity and Innovation**
  - Apply previous content knowledge by creating and piloting a digital learning game or tutorial.

- **Communication and Collaboration**
  - Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.

- **Digital Citizenship**
  - Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.

- **Research and Information Literacy**
  - Produce a position statement about a real world problem by developing a systematic plan of investigation with peers and experts synthesizing information from multiple sources.

- **Critical Thinking, Problem Solving, Decision Making**
  - Evaluate the strengths and limitations of emerging technologies and their impact on educational, career, personal and or social needs.

# Career Ready Practices

*Career Ready Practices describe the career-ready skills that all educators in all content areas should seek to develop in their students. They are practices that have been linked to increase college, career, and life success. Career Ready Practices should be taught and reinforced in all career exploration and preparation programs with increasingly higher levels of complexity and expectation as a student advances through a program of study.*

**CRP1**. **Act as a responsible and contributing citizen and employee**
Career-ready individuals 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 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.

**CRP2. Apply appropriate academic and technical skills.**
Career-ready individuals readily access and use the knowledge and skills acquired through experience and education to be more productive. They make connections between abstract concepts with real-world applications, and they make correct insights about when it is appropriate to apply the use of an academic skill in a workplace situation.

**CRP3. Attend to personal health and financial well-being.**
Career-ready individuals understand the relationship between personal health, workplace performance and personal well-being; they act on that understanding to regularly practice healthy diet, exercise and mental health activities. Career-ready individuals also take regular action to contribute to their personal financial well-being, understanding that personal financial security provides the peace of mind required to contribute more fully to their own career success.

**CRP4. Communicate clearly and effectively and with reason**.
Career-ready individuals communicate thoughts, ideas, and action plans with clarity, whether using written, verbal, and/or visual methods. They communicate in the workplace with clarity and purpose to make maximum use of their own and others' time. They are excellent writers; they master conventions, word choice, and organization, and use effective tone and presentation skills to articulate ideas. They are skilled at interacting with others; they are active listeners and speak clearly and with purpose. Career-ready individuals think about the audience for their communication and prepare accordingly to ensure the desired outcome.

**CRP5. Consider the environmental, social and economic impacts of decisions.**
Career-ready individuals understand the interrelated nature of their actions and regularly make decisions that positively impact and/or mitigate negative impact on other people, organization, and the environment. They are aware of and utilize new technologies, understandings, procedures, materials, and regulations affecting the nature of their work as it relates to the impact on the social condition, the environment and the profitability of the organization.

**CRP6. Demonstrate creativity and innovation**.
Career-ready individuals regularly think of ideas that solve problems in new and different ways, and they contribute those ideas in a useful and productive manner to improve their organization. They can consider unconventional ideas and suggestions as solutions to issues, tasks or problems, and they discern which ideas and suggestions will add greatest value. They seek new methods, practices, and ideas from a variety of sources and seek to apply those ideas to their own workplace. They take action on their ideas and understand how to bring innovation to an organization.

**CRP7. Employ valid and reliable research strategies.**
Career-ready individuals are discerning in accepting and using new information to make decisions, change practices or inform strategies. They use reliable research process to search for new information. They evaluate the validity of sources when considering the use and adoption of external information or practices in their workplace situation.

**CRP8. Utilize critical thinking to make sense of problems and persevere in solving them.**
Career-ready individuals readily recognize problems in the workplace, understand the nature of the problem, and devise effective plans to solve the problem. They are aware of problems when they occur and take action quickly to address the problem; they thoughtfully investigate the root cause of the problem prior to introducing solutions. They carefully consider the options to solve the problem. Once a solution is agreed upon, they follow through to ensure the problem is solved, whether through their own actions or the actions of others.

**CRP9. Model integrity, ethical leadership and effective management.**
Career-ready individuals consistently act in ways that align personal and community-held ideals and principles while employing strategies to positively influence others in the workplace. They have a clear understanding of integrity and act on this understanding in every decision. They use a variety of means to positively impact the directions and actions of a team or organization, and they apply insights into human behavior to change others' action, attitudes and/or beliefs. They recognize the near-term and long-term effects that management's actions and attitudes can have on productivity, morals and organizational culture.

**CRP10. Plan education and career paths aligned to personal goals.**
Career-ready individuals take personal ownership of their own education and career goals, and they regularly act on a plan to attain these goals. They understand their own career interests, preferences, goals, and requirements. They have perspective regarding the pathways available to them and the time, effort, experience and other requirements to pursue each, including a path of entrepreneurship. They recognize the value of each step in the education and experiential process, and they recognize that nearly all career paths require ongoing education and experience. They seek counselors, mentors, and other experts to assist in the planning and execution of career and personal goals.

**CRP11. Use technology to enhance productivity.**
Career-ready individuals 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.

**CRP12. Work productively in teams while using cultural global competence.**
Career-ready individuals positively contribute to every team, whether formal or informal. They apply an awareness of cultural difference to avoid barriers to productive and positive interaction. They find ways to increase the engagement and contribution of all team members. They plan and facilitate effective team meetings.

# Differentiated Instruction

## Strategies to Accommodate Students Based on Individual Needs

| Time/General | Processing | Comprehension | Recall |
|---|---|---|---|
| • Extra time for assigned tasks<br>• Adjust length of assignment<br>• Timeline with due dates for reports and projects<br>• Communication system between home and school<br>• Provide lecture notes/outline | • Extra Response time<br>• Have students verbalize steps<br>• Repeat, clarify or reword directions<br>• Mini-breaks between tasks<br>• Provide a warning for transitions<br>• Reading partners | • Precise step-by-step directions<br>• Short manageable tasks<br>• Brief and concrete directions<br>• Provide immediate feedback<br>• Small group instruction<br>• Emphasize multi-sensory learning | • Teacher-made checklist<br>• Use visual graphic organizers<br>• Reference resources to promote independence<br>• Visual and verbal reminders<br>• Graphic organizers |
| **Assistive Technology** | **Tests/Quizzes/Grading** | **Behavior/Attention** | **Organization** |
| • Computer/whiteboard<br>• Tape recorder<br>• Spell-checker<br>• Audio-taped books | • Extended time<br>• Study guides<br>• Shortened tests<br>• Read directions aloud | • Consistent daily structured routine<br>• Simple and clear classroom rules<br>• Frequent feedback | • Individual daily planner<br>• Display a written agenda<br>• Note-taking assistance<br>• Color code materials |

# Enrichment

## Strategies Used to Accommodate Based on Students Individual Needs:

- Adaption of Material and Requirements
- Evaluate Vocabulary
- Elevated Text Complexity
- Additional Projects
- Independent Student Options
- Projects completed individual or with Partners
- Self Selection of Research
- Tiered/Multilevel Activities
- Learning Centers
- Individual Response Board
- Independent Book Studies
- Open-ended activities
- Community/Subject expert mentorships

# Assessments

## Suggested Formative/Summative Classroom Assessments

- Timelines, Maps, Charts, Graphic Organizers
- Teacher-created Unit Assessments, Chapter Assessments, Quizzes
- Teacher-created DBQs, Essays, Short Answer
- Accountable Talk, Debate, Oral Report, Role Playing, Think Pair, and Share
- Projects, Portfolio, Presentations, Prezi, Gallery Walks
- Homework
- Concept Mapping
- Primary and Secondary Source analysis
- Photo, Video, Political Cartoon, Radio, Song Analysis
- Create an Original Song, Film, or Poem
- Glogster to make Electronic Posters
- Tumblr to create a Blog

# Interdisciplinary Connections

## English Language Arts
- Journal writing
- Close reading of industry-related content
- Create a brochure for a specific industry
- Keep a running word wall of industry vocabulary

## Social Studies
- Research the history of a given industry/profession
- Research prominent historical individuals in a given industry/profession
- Use historical references to solve problems

## World Language
- Translate industry-content
- Create a translated index of industry vocabulary
- Generate a translated list of words and phrases related to workplace safety

## Math
- Research industry salaries for a geographic area and juxtapose against local cost of living
- Go on a geometry scavenger hunt
- Track and track various data, such as industry's impact on the GDP, career opportunities or among of individuals currently occupying careers

## Fine & Performing Arts
- Create a poster recruiting young people to focus their studies on a specific career or industry
- Design a flag or logo to represent a given career field

## Science
- Research the environmental impact of a given career or industry
- Research latest developments in industry technology
- Investigate applicable-careers in STEM fields

# New Jersey Student Learning Standards

## 8.1- Educational Technology

- 8.1.12.A.3: Collaborate in online courses, learning communities, social networks or virtual worlds to discuss a resolution to a problem or issue.
- 8.1.12.C.1: Develop an innovative solution to a real world problem or issue in collaboration with peers and experts, and present ideas for feedback through social media or in an online community.
- 8.1.12.D.1: Demonstrate appropriate application of copyright, fair use and/or Creative Commons to an original work.
- 8.1.12.D.2: Evaluate consequences of unauthorized electronic access (e.g., hacking) and disclosure, and on dissemination of personal information.
- 8.1.12.D.3: Compare and contrast policies on filtering and censorship both locally and globally.
- 8.1.12.D.4: Research and understand the positive and negative impact of one's digital footprint.
- 8.1.12.D.5: Analyze the capabilities and limitations of current and emerging technology resources and assess their potential to address personal, social, lifelong learning, and career needs.

## 8.2 Technology Education, Engineering, Design, and Computational Thinking

- 8.2.12.B.4: Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
- 8.2.12.B.5: Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
- 8.2.12.C.2: Analyze a product and how it has changed or might change over time to meet human needs and wants.

## 9.3 Career and Technical Education: Information Technology Career Cluster

- 9.3.IT.4: Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.
- 9.3.IT.5: Explain the implications of IT on business development.
- 9.3.IT.10: Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.

## Common Career Technical Core (CCTC)

## Career Cluster Education & Training

TI 04 – Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.

- TI 04.1 – Explain legal issues faced by IT professionals.

TI 05 – Explain the implications of IT on business development.

- TI 05.1 – Demonstrate understanding of the impact of IT on businesses.

TI 10 – Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.

- TI 10.1 – Describe the role of computer forensic investigators.
- TI 10.2 – Demonstrate the effective use of basic computer applications relating to forensics investigations.
- TI 10.3 – Identify criminal activity in relationship to cyber crime, the Internet and Internet trafficking.

# Common Core State Standards

# English Language Arts

**Key Ideas and Details:**

- CCSS.ELA-LITERACY.RI.11-12.3 Analyze a complex set of ideas or sequence of events and explain how specific individuals, ideas, or events interact and develop over the course of the text.

**Text Types and Purposes:**

- CCSS.ELA-LITERACY.W.11-12.2 Write informative/explanatory texts to examine and convey complex ideas, concepts, and information clearly and accurately through the effective selection, organization, and analysis of content.

# Mathematics

**Building Functions:**

- CCSS.MATH.CONTENT.HSF.BF.A.1.A
  Determine an explicit expression, a recursive process, or steps for calculation from a context.

**Modeling with Geometry:**

CCSS.MATH.CONTENT.HSG.MG.A.1
Use geometric shapes, their measures, and their properties to describe objects (e.g., modeling a tree trunk or a human torso as a cylinder).*

PATERSON PUBLIC SCHOOLS
Preparing All Children for College and Career

| | |
|---|---|
| **Course:** Language of Architecture & Construction (Construction Careers Exploration)<br>**Unit:** 5- C-ROM<br>**Grade Level:** 9-12 | **Unit Overview:** This unit will provide students with a history of technology stemming from the very first computing device. Then students will be given the opportunity to explore different career fields related to the information technology career cluster. Lastly, students will explore good digital citizenship rules as well as understand the impact of their digital footprints. |
| **New Jersey Student Learning Standards (NJSLS):** 8.1.12.A.3, 8.1.12.C.1, 8.1.12.D.1, 8.1.12.D.2, 8.1.12.D.3, 8.1.12.D.4, 8.1.12.D.5, 8.2.12.B.4, 8.2.12.B.5, 8.2.12.C.2, 9.3.IT.4, 9.3.IT.5, 9.3.IT.10 | |
| **Common Career Technical Core (CCTC):** TI 04.1, TI 05.1, TI 10.1, TI 10.2, TI 10.3 | |
| **Common Core State Standards (CCSS):** RI.11-12.3, W.11-12.2, HSF.BF.A.1.A, HSG.MG.A.1 | |

| Student Learning Objectives (SLOs) | Essential Questions | Skills & Indicators | Sample Activities | Resources |
|---|---|---|---|---|
| Examine how historical characteristics of technology have contributed to and evolved to the modern-day industry.<br>**NJSLS:** 8.2.12.B.4, 8.2.12.B.5, 8.2.12.C.2, 9.3.IT.5<br>**CCTC:** TI 05.1<br>**CCSS:** W.11-12.2 , | Is a calculator a computer?<br>How did the computer evolve to what it is today?<br>How did the previous versions of computers evolve into what we know a computer is today? | ▪ Investigate a specific technology in the history of technology timeline.<br>▪ Identify earlier creators of the computer, it's timeline, and for what purpose it was created.<br>▪ Describe the effect society had on technology and vice | **Graphic Organizer**<br>Create a timeline that follows the history of a researched technology and how it evolved.<br>**Presentation**<br>Create a PowerPoint explaining how a researched technology has impacted history and society.<br>**Close Reading/Writing** | **Article: History of Computers**<br>http://aleembawany.com/articles/history-of-computers/<br>**Video: History of Computers**<br>https://www.youtube.com/watch?v=LvKxJ3bQRKE<br>**Article: "Computers and Their Impact"**<br>http://www.csun.edu/~lic42878/computers.html |

| Student Learning Objectives (SLOs) | Essential Questions | Skills & Indicators | Sample Activities | Resources |
|---|---|---|---|---|
| RI.11-12.3, HSG.MG.A.1 | | versa.<br>▪ Define early technologies. | Read: "Computers and Their Impact" and write a reflection summary on examples from their life experiences<br><br>**Math Connection**<br>Describe the shapes used in the creation of a technology and how that shape relates to its productivity. | |
| Explore different careers in the Information Technology Career Cluster.<br>**NJSLS:** 8.2.12.B.4<br><br>**CCTC:** TI 04.1, TI 10.1, TI 10.2, TI 10.3<br><br>**CCSS:** W.11-12.2, HSF.BF.A.1.A | What are some factors you need to consider before choosing a career?<br><br>What differentiates a job from a career?<br><br>How do you get the career that you want? What are the steps you need to take to get there?<br><br>How do you get a job? | ▪ Define job versus career.<br>▪ Locate different jobs in the IT Career Cluster.<br>▪ Calculate the annual salary using math formulas.<br>▪ Compare different colleges in NJ that have majors related to careers in the IT Field.<br>▪ Create a resume that demonstrates skills | **Career Test**<br>Students take a career test.<br><br>**Journal**<br>Write a journal entry from the perspective of an employer on what skills and attributes are required for a job at their IT company.<br><br>**Presentation**<br>Create a presentation that depicts the chosen | **Career Test**<br>https://www.careerwise.mnscu.edu/careers/clusterSurvey<br><br>**Job Search**<br>- Monster.com<br>- Indeed.com<br>- CareerBuilder<br>- SnagAJob<br>**Comparing Colleges**<br>https://bigfuture.collegeboard.org/compare-colleges<br><br>**Comparing Salaries**<br>- Glassdoor.com |

| Student Learning Objectives (SLOs) | Essential Questions | Skills & Indicators | Sample Activities | Resources |
|---|---|---|---|---|
| | What makes a successful interview? | and accomplishments. | career in the IT field with details about how to attain that position, what studies are required, how much does the individual make annually, etc.<br><br>**Math Connection**<br>Choose a specific career in the IT field identify the standard of living an individual would have at the annual salary they are attaining.<br><br>**College Comparison**<br>Choose a specific career in the IT field and compare 3 colleges in NJ that have that major. | |
| Understand the risks of social media and what could be on your digital footprint.<br><br>**NJSLS:** 8.1.12.D.4, 8.1.12.D.5, 9.3.IT.4, | Where do my Facebook posts go?<br><br>How can I change my future by what I post online?<br><br>What are some | ▪ Define digital footprint.<br>▪ Identify some of the privacy issues regarding social media.<br>▪ Identify some | **5 Golden Rules**<br>Work in groups to come up with your own 5 golden rules of how your peers can stay safe online. | **5 Golden Rules**<br>https://learnenglishkids.britishcouncil.org/sites/kids/files/attachment/british-council-think-u-know-internet-safety-poster.pdf |

| Student Learning Objectives (SLOs) | Essential Questions | Skills & Indicators | Sample Activities | Resources |
|---|---|---|---|---|
| 8.1.12.D.2, 8.1.12.D.3<br><br>**CCTC:** TI 04.1, TI 10.3<br><br>**CCSS:** W.11-12.2 | precautionary measures I can take to protect my digital footprint?<br><br>How do you present yourself to the world online and offline? | preventative measures one can take.<br><br>Understand how college and future employees use one's digital footprint. | **Journal**<br>Write a reflection on your current digital footprint and assess whether it's current status would help or hurt you when looking for a job and applying for colleges.<br><br>**Digital Poster**<br>Create a digital poster to reflect your/someone else's digital footprint. | **Common Sense Media Video**<br>https://www.youtube.com/watch?v=HJ3qdP7tkOU<br><br>**Common Sense Media Video**<br>https://www.youtube.com/watch?v=FzOSWHFwO60 |
| Understand consumer communication and ethics.<br><br>**NJSLS:** 8.1.12.A.3, 8.1.12.C.1, 9.3.IT.4<br><br>**CCTC:** TI 04.1<br><br>**CCSS:** W.11-12.2 | How do you present yourself to the world online and offline?<br><br>What does it mean to be "professional"?<br><br>What kind of work environment do you see yourself working in?<br><br>What kind of people do you want to have in your | ▪ Define work ethics.<br>▪ Identify appropriate work ethics.<br>▪ Identify inappropriate work ethics.<br>▪ Identify the importance of having a "professional" work place.<br>• Understand how to approach an uncomfortable | **Journal**<br>Work in groups, imagine you are the employer. Make a list of work ethic characteristics you want your employees to have.<br><br>**What if? Game**<br>Give students real work scenarios and ask what they would do in each case. | **Assignment Ideas**<br>https://dese.mo.gov/sites/default/files/E.2.pdf<br><br>**"The Office" Examples**<br>https://www.youtube.com/watch?v=vstg5c3c3g8<br>https://www.youtube.com/watch?v=AeW7XC5-c00<br><br>**Respect in the Workplace**<br>https://www.youtube.com/w |

| Student Learning Objectives (SLOs) | Essential Questions | Skills & Indicators | Sample Activities | Resources |
|---|---|---|---|---|
| | work place? | situation at work/school. | **Graphic Organizer**<br>List behaviors that are ethical against ones that are unethical in the work place.<br><br>**Report**<br>File a report that involves an unethical behavior witnessed at work. | atch?v=OOBmOkQV5gc |
| Explore search tools and methods and authenticate information.<br>**NJSLS:** 8.1.12.D.5, 8.2.12.C.2<br><br>**CCTC:** TI 05.1<br><br>**CCSS:** RI.11-12.3, W.11-12.2 | How does Google know what we are asking?<br>What are some ways we can verify the information we find?<br>What are some search shortcuts and tips? | ▪ Identify tips to get better search results.<br>▪ Understand the "Rule of 3"<br>▪ Understand how search engines work.<br>▪ Identify ways to authenticate information.<br>• Define spiders. | **Close Reading**<br>"Helping Children Find What They Need on the Internet" and follow with discussion questions.<br><br>**Research Assignment**<br>Students search various topics using search tools such as: "", ~.<br><br>**Compare Results**<br>Students search same keywords on 2 different search engines to see which is better. | **Close Reading**<br>http://www.nytimes.com/2009/12/26/technology/internet/26kidsearch.html<br>http://learning.blogs.nytimes.com/2010/02/22/just-google-it-developing-internet-search-skills/?_r=0<br><br>**Close Reading**<br>https://docs.google.com/presentation/d/1V7ErXYT-Mgu1THp0VS0uAYH7otTZ9PLm0-Om00ooAaI/present?slide=id.i7<br><br>**How Search Works Video** |

| Student Learning Objectives (SLOs) | Essential Questions | Skills & Indicators | Sample Activities | Resources |
|---|---|---|---|---|
| | | | | https://www.youtube.com/watch?v=BNHR6IQJGZs<br><br>**Lesson Plans**<br>https://www.google.com/intl/en-us/insidesearch/searcheducation/lessons.html |
| Explore copyright laws and fair use laws and their connection to our daily digital lives.<br>**NJSLS:** 8.1.12.D.1<br>**CCTC:** TI 04.1, TI 10.3<br>**CCSS:** W.11-12.2, | How can I make responsible choices when I use other people's creative work?<br>What are the laws related to copying someone's work online?<br>What can be defined as someone's creative work?<br>How can I legally copy someone's work for school? | ▪ Understand Copyright Infringement and how it affects their lives.<br>▪ Understand Fair Use and how to apply it to their use of others' works.<br>▪ Debate why something would/wouldn't be considered fair use.<br>▪ Identify the criteria required to be considered fair use.<br>• Define "public domain" and how it affects society and popular movies today. | **Scary Mary**<br>Watch and compare to the original "Mary Poppins" trailer and debate whether or not this is considered "fair use."<br><br>**Movie Trailer**<br>Create a parody movie trailer of a famous film that would be considered "fair use."<br><br>**Public Domain Movies**<br>Research a popular movie that was recreated and discuss how the creators were granted the rights to recreate the | **Four Points of Fair Use**<br>http://fileserver.net-texts.com/asset.aspx?dl=no&id=2967<br><br>**Origin of Copyright Law Video**<br>https://www.youtube.com/watch?v=tk862BbjWx4<br><br>**Scary Mary**<br>https://www.youtube.com/watch?v=2T5_0AGdFic |

| Student Learning Objectives (SLOs) | Essential Questions | Skills & Indicators | Sample Activities | Resources |
|---|---|---|---|---|
| | | | movie. | |

## Unit Vocabulary

| | |
|---|---|
| Abacus<br>Analytical Engine<br>Bernie Convention<br>Calculating Clock<br>Career Cluster<br>Career Pathway<br>Computer<br>Copyright Infringement<br>Digital Footprint<br>Ellipses<br>Fair Use | Identity Theft<br>Integrated Circuit<br>Interpersonal Skills<br>Jacquard Loom<br>Job<br>Public Domain<br>Search Engines<br>Slide Rule<br>Spiders<br>Transistor<br>Typewriter |

| Suggested Unit Projects<br>*Choose At Least One* | |
|---|---|
| Email a student in a foreign country and discuss the impacts of computers on society in the US and their country. Create a diagram that shows the similarities and differences on its effects on society and the business world. | Create a video that displays unethical workplace actions and how to deal with the situation in a professional manner. |

| Suggested Structured Learning Experiences | |
|---|---|
| InfoAge<br>2201 Marconi Road<br>Wall, New Jersey<br>http://infoage.org/wp/infoage/exhibits/<br><br>Liberty Science Center<br>Liberty State Park<br>222 Jersey City Boulevard<br>Jersey City, NJ 07305<br>Phone: 201-200-1000<br>http://lsc.org/ | Military Technology Museum of New Jersey<br>2201 Marconi Rd<br>Wall, New Jersey<br>Phone: 330-703-9902<br>http://militarytechnj.wixsite.com/main/home |