



Learning that works for Washington

Spokane Public Schools Social Media Marketing

Course: Social Media Marketing		Total Framework Hours up to: 180
CIP Code: 521999	<input type="checkbox"/> Exploratory <input checked="" type="checkbox"/> Preparatory	Date Last Modified: 4/11/2014
Career Cluster: Marketing		Cluster Pathway: Marketing Communications

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Create a presentation, chart, or paper comparing and contrasting major social media portals.

Leadership Alignment:

Leadership Alignment: Leadership activity embedded in curriculum and instruction. (Examples: CTSO project or activity, locally developed leadership project or activity, embedded 21st Century interdisciplinary theme activity such as global awareness, financial, economic, business & entrepreneurial literacy, civic literacy, health & safety, environmental literacy)

Social media safety awareness campaign: This annual or bi-annual team project should be planned in conjunction with local partners and delivered to a local audience (in school and out) and includes such topics as Internet safety, personal information risk management, current trends and applications, etc. The campaign is an event as much as an ongoing campaign. Thus, students work in teams to plan, schedule, and organize local experts to present on the above topics in a public forum (panel, speaker, presentation). Resources (presenters) for the event can be financial institutions, marketing agencies, software developers, and/or departments within agencies that are involved and knowledgeable about current trends in the social media marketing sector.

Standards and Competencies

Unit 1: Introduction to Social Media

- I. Know the evolution of currently common social media forms/tools
- II. Generally identify and define the function of current common social media sites

Competencies

Total Learning Hours for Unit: 10

- Define social media marketing
- Describe how the Internet revolution relates to social media marketing
- Explain what makes social media marketing different
- Describe why social media marketing can be an alternative to traditional marketing
- Identify social media marketing portals
- Illustrate with examples of how the Web gives consumers a voice
- Detail how content is not king without marketing
- Describe how social media marketing is integrated into traditional marketing plans

- Identify scenarios in which social media might be used in business

Aligned Washington State Standards

Educational Technology	1.2.1 Communicate and collaborate to learn with others. 1.3.2 Locate and organize information from a variety of sources and media. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results.
Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1,2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) L--Vocabulary Acquisition and Use (Standard 4, 6) RST--Craft and Structure (Standard 4) RST--Integration of Knowledge and Ideas (Standard 7, 9) WHST--Production and Distribution of Writing (Standard 4, 6) WHST--Research to Build and Present Knowledge (Standard 8)

21st Century Skills

Check those that students will demonstrate in this course:

<p>LEARNING & INNOVATION</p> <p>Creativity and Innovation</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Think Creatively <input checked="" type="checkbox"/> Work Creatively with Others <input checked="" type="checkbox"/> Implement Innovations <p>Critical Thinking and Problem Solving</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Reason Effectively <input checked="" type="checkbox"/> Use Systems Thinking <input checked="" type="checkbox"/> Make Judgments and Decisions <input checked="" type="checkbox"/> Solve Problems <p>Communication and Collaboration</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Communicate Clearly <input checked="" type="checkbox"/> Collaborate with Others 	<p>INFORMATION, MEDIA & TECHNOLOGY SKILLS</p> <p>Information Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Access and /evaluate Information <input checked="" type="checkbox"/> Use and Manage Information <p>Media Literacy</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Analyze Media <input checked="" type="checkbox"/> Create Media Products <p>Information, Communications and Technology (ICT Literacy)</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Apply Technology Effectively 	<p>LIFE & CAREER SKILLS</p> <p>Flexibility and Adaptability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Adapt to Change <input checked="" type="checkbox"/> Be Flexible <p>Initiative and Self-Direction</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Goals and Time <input checked="" type="checkbox"/> Work Independently <input checked="" type="checkbox"/> Be Self-Directed Learners <p>Social and Cross-Cultural</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Interact Effectively with Others <input checked="" type="checkbox"/> Work Effectively in Diverse Teams <p>Productivity and Accountability</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Manage Projects <input checked="" type="checkbox"/> Produce Results <p>Leadership and Responsibility</p> <ul style="list-style-type: none"> <input checked="" type="checkbox"/> Guide and Lead Others <input checked="" type="checkbox"/> Be Responsible to Others
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COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Select a major brand and identify the social media marketing mix.
- Given case studies, discuss situations where brands took varying approaches to online listening and compare results.
- Create a social media marketing proposal for an existing business or product, using SMART planning techniques

Leadership Alignment:

- Social media safety awareness campaign (above)
- Students will work independently, select a major brand, conduct research identifying the social media marketing mix, and then present their findings in a multi-media presentation.

Standards and Competencies**Unit 2: Goal Setting in a Social Environment****I. Identify objectives of social media sites/campaigns****Competencies****Total Learning Hours for Unit: 10**

- Discuss the impact of an uncontrolled message in Social Media
- Analyze why ignoring an uncontrolled message can negatively impact a brand
- Explain why listening to the social Web is essential
- Set campaign goals based on what you are trying to achieve
- Create a SMART social media marketing goal with action steps
- Research and analyze a social media community
- Identify when you should pursue social media marketing
- Formulate target market strategies
- Describe the elements of the marketing mix
- Explain why implementation, evaluation, and control of the marketing plan are necessary
- Identify several techniques that help make strategic planning effective

Aligned Washington State Standards

Art	2.2 Apply a performance and/or process to visual arts. 3.2 Use visual arts to communicate for a specific purpose
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 1.3.2 Locate and organize information from a variety of sources and media.
Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) RST--Integration of Knowledge and Ideas (Standard 7) WHST--Research to Build and Present Knowledge (Standard 9)

COMPONENTS AND ASSESSMENTS**Performance Assessments:**

- Select a brand and set up a free monitoring tool to monitor the conversation surrounding the brand and analyze the conversation. Create a report to the brand outlining customer perceptions of the brand.
- Plan a social media strategy by determining desired outcome, resource needs, brainstorming, and working within the red tape of a corporation or institution (school filtering).
- Select a social media outlet and provide examples and strategies of how to give back to the community participants.

Leadership Alignment:

- Social media safety awareness campaign (above)
- Students will work as a team to plan a social media strategy for a local non-profit by determining desired outcome, resource needs, brainstorming, and working within the red tape of a corporation or institution (school filtering).

Standards and Competencies**Unit 3: Networking and Implementing Strategy**

- I. Understand the role of social media as a marketing tool
- II. Demonstrate the capacity for evaluating social media content as marketing value vs social value

Competencies**Total Learning Hours for Unit: 10**

- Explain when it is appropriate not to respond at all
- Describe how to monitor the conversation
- Describe how to listen to the social web
- Plan your social media strategy
- Networking within a social medium
- Understand and listen to your audience
- Recognizing the importance of giving
- Define a community manager
- Define what an account user is
- List the Ten Commandments of power account submitters

Aligned Washington State Standards

Art	2.2 Apply a performance and/or process to visual arts. 3.2 Use visual arts to communicate for a specific purpose
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.3.2 Select and use online applications.
Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) RST--Integration of Knowledge and Ideas (Standard 7) WHST--Research to Build and Present Knowledge Standard 9)
Social Studies	Civics 1.4 Understand civic involvement

COMPONENTS AND ASSESSMENTS**Performance Assessments:**

- Using a variety of case studies groups discuss how organizations adapt to a social environment. Share three key ideas from your discussion with the class.

Leadership Alignment:

- Social media safety awareness campaign (above)

Standards and Competencies

Unit 4: Participation is Marketing

I. Understand the impact of social marketing campaigns on the business environment
II. Identify plus / delta outcomes of social media on economic sectors

Competencies	Total Learning Hours for Unit: 5
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- Explain the nature of workplace regulations (including OSHA ADA) (BL:008) (SU)
- Discuss employment relationships (BL:075) (SU)
- Describe health and safety regulations in business (PQ)
- Report noncompliance with business health and safety regulations (PQ)
- Follow instructions for use of equipment, tools and machinery (PQ)
- Follow safety precautions (PQ)
- Identify routine activities for maintaining business facilities and equipment (SP)

Aligned Washington State Standards

Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) L--Vocabulary Acquisition and Use (Standard 4, 6) RST--Craft and Structure (Standard 4) RST--Integration of Knowledge and Ideas (Standard 7, 9) WHST--Production and Distribution of Writing (Standard 4, 6) WHST--Research to Build and Present Knowledge (Standard 8)
Social Studies	Social Studies 5.1 Uses critical reasoning skills to analyze and evaluate positions. Social Studies 5.2 Uses inquiry based research Social Studies 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Define and identify major blogging platforms, and common features of the platforms.
- Using a given blogging platform, use writing strategies appropriate for a blog to create blog posts, use content strategies to create quality blog content, and select and use appropriate blog enhancements.

Leadership Alignment:

- Social media safety awareness campaign (above)
- Students will work in teams, chose a non-profit blog site to contribute written posts, selecting content designed to enhance audience size.

Standards and Competencies

Unit 5: Using Blogs to Communicate in Marketing

I. Use common blogging platforms to access and share information

Competencies	Total Learning Hours for Unit: 15
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- Define blog marketing
- Describe bloggers as online influencers
- Explain how blogs are consumed
- Identify various blog platforms
- Write for a blog audience
- Explain how to find inspirational blog content
- Describe how to involve your blog audience in the conversation
- Illustrate ways blogs are discovered
- Explain what to do if your corporate policy disallows blogging
- Explain how to develop a corporate social media strategy

Aligned Washington State Standards

Art	2.1 Apply a creative process to visual arts. 3.1 Use visual arts to express and present ideas and feelings 3.2 Use visual arts to communicate for a specific purpose
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 1.3.2 Locate and organize information from a variety of sources and media. 2.2.1 Develop skills to use technology effectively. 2.3.2 Select and use online applications.
Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) RST--Integration of Knowledge and Ideas (Standard 7) WHST--Research to Build and Present Knowledge (Standard 9)

COMPONENTS AND ASSESSMENTS

- Performance Assessments:**
- Using an aggregator, follow a hashtag for a current event or topic. Create a way to inform others of how Twitter can be used in disaster, crisis, or at an event.
 - Create a video, podcast, presentation, or other product informing others of how to generate sales through Twitter with examples of successful campaigns.
 - Select a specific outcome for using Twitter, and create and implement a plan for the outcome (brand awareness, event planning, personal development).

- Leadership Alignment:**
- Social media safety awareness campaign (above)
 - Students work as a team to create civically directed social media content (video, podcast, presentation, or other product) designed to instruct others to increase participation in a local event using Twitter, then develop a multi-media presentation to share with the civic entity.

Standards and Competencies

Unit 6: Microblogging

- I. Demonstrate the ability to differentiate a post as marketing value vs a microblog post
- II. Synthesize a series of microblog posts as a marketing strategy

Competencies

Total Learning Hours for Unit: 25

- Describe the history of Twitter
- Explain how to use Twitter
- How to achieve business goals through Twitter
- Identify how Twitter can be used for brand awareness
- Explain other business uses of Twitter
- Describe the tools of the Twitter trade
- Explain how to search for people to follow on Twitter

Aligned Washington State Standards

Art	1.2 Develops visual arts skills and techniques 3.1 Use visual arts to express and present ideas and feelings 3.2 Use visual arts to communicate for a specific purpose
Grades 11-12 Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others. 1.3.4 Use multiple processes and diverse perspectives to explore alternative solutions. 2.3.1 Select and use common applications.
English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) RST--Integration of Knowledge and Ideas (Standard 7) WHST--Research to Build and Present Knowledge (Standard 9)

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Select a brand and provide examples of Facebook promotions.
- Develop a LinkedIn communication plan for a professional, outlining the benefits of participation.
- Create a map showing major social networks around the world.

Leadership Alignment:

- Social media safety awareness campaign (above)

Standards and Competencies

Unit 7: Social Networks

- I. Identify and define the social media boundaries of a specific, existing campaign / promotion

Competencies

Total Learning Hours for Unit: 20

- Define social networking
- Describe the main features of Facebook
- Explain the main features of MySpace
- Explain the purpose and features of the professional network LinkedIn
- Describe the big social networks abroad

Aligned Washington State Standards

Art	1.2 Develops visual arts skills and techniques 3.1 Use visual arts to express and present ideas and feelings 3.2 Use visual arts to communicate for a specific purpose
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications.
Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) RST--Integration of Knowledge and Ideas (Standard 7) WHST--Research to Build and Present Knowledge (Standard 9)
Social Studies	Geography 3.1 Understands the physical characteristics, cultural characteristics, and location of places, regions, and spatial patterns on the Earth's surface. Geography 3.3 Understands the geographic context of global issues

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Participate in a debate about the ethics of a company editing their own Wikipedia page about their brand.
- Compare/Contrast multiple social portals

Leadership Alignment:

- Social media safety awareness campaign (above)
- Students function independently within a group setting, effectively analyze and evaluate evidence, arguments, claims and beliefs while using reasoning skills and schedule an event presenting a debate about ethics social media and ethics

Standards and Competencies

Unit 8: Information Social Portals

I. Apply understanding of ethics in analysis of a Wikipedia page

Competencies

Total Learning Hours for Unit: 15

- Define human social-edited search
- Explain the ethical dilemmas with Wikipedia, and what Wikipedia does to maintain pages
- Describe how to use a social portal to promote yourself and business
- Explain how to use Yahoo! Answers for social media marketing
- Discuss other Q&A sites to be considered in social media marketing
- Explain why knowledge is power

<ul style="list-style-type: none"> Describe how to create your own Wiki 	
Aligned Washington State Standards	
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications.
Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) RST--Integration of Knowledge and Ideas (Standard 7) WHST--Research to Build and Present Knowledge (Standard 9)
Social Studies	Social Studies 5.1 Uses critical reasoning skills to analyze and evaluate positions. Social Studies 5.2 Uses inquiry based research Social Studies 5.3 Deliberates public issues

COMPONENTS AND ASSESSMENTS

Performance Assessments: <ul style="list-style-type: none"> Create a chart explaining social bookmarking features. Discuss how a brand can use social bookmarking for brand awareness.

Leadership Alignment: <ul style="list-style-type: none"> Social media safety awareness campaign (above)

Standards and Competencies

Unit 9: Social Bookmarking
I. Know how bookmarking works and be able to explain it as a marketing strategy/tool

Competencies	Total Learning Hours for Unit: 10
<ul style="list-style-type: none"> Describe the past, present, and future timeline of bookmarking Explain how to use social bookmarking sites Describe StumbleUpon's features Define tags Explain how Delicious works List other bookmarking sites Describe multilingual social bookmarking 	

Aligned Washington State Standards

Art	3.2 Use visual arts to communicate for a specific purpose
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1 Develop skills to use technology effectively.

	2.3.1 Select and use common applications. 2.3.2 Select and use online applications.
Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) RST--Integration of Knowledge and Ideas (Standard 7) WHST--Research to Build and Present Knowledge (Standard 9)
Social Studies	Social Studies 5.2 Uses inquiry based research

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Research a variety of Social News sites, developing a profile of a specific site of choice, finalized by presenting to the class.

Leadership Alignment:

- Social media safety awareness campaign (above)
- Students will work independently to analyze Social News sites, developing a profile of a specific site of choice, finalized with a multi-media class presentation.

Standards and Competencies

Unit 10: Social News

- I. **Recognize the value of diversity and participation in crowdsourcing**
- II. **Differentiate between cultural understandings in response to crowdsourcing strategies**

Competencies

Total Learning Hours for Unit: 10

- Understand the wisdom of the crowd
- Define social news
- Identify major social news sites
- Detail the factors that influence social news front page promotion
- Outline strategies for using social news sites
- Explain the advantages of building a power account
- Describe the big players in social news
- Compare/Contrast general/topical social news sites
- List the pros/cons of social bookmarking and social news

Aligned Washington State Standards

Art	3.2 Use visual arts to communicate for a specific purpose
Grades 11-12 Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications.
Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) L--Vocabulary Acquisition and Use (Standard 6) RST--Craft and Structure (Standard 4)

	RST--Integration of Knowledge and Ideas (Standard 7, 9) WHST--Production and Distribution of Writing (Standard 4, 6) WHST--Research to Build and Present Knowledge (Standard 8)
Social Studies	Social Studies 5.2 Uses inquiry based research

COMPONENTS AND ASSESSMENTS

Performance Assessments:

- Identify a SMART goal for a Flickr account and add images, use tags, and create a group.
- Discuss the ethical impact of hot linking and bandwidth theft.
- Identify a SMART goal, and develop a video blog supporting the smart goal.
- Create a podcast, and submit the podcast to iTunes.

Leadership Alignment:

- Social media safety awareness campaign (above)
- Work in teams to research and select podcast sites relevant to specific local groups (elderly, healthcare, public safety, etc) and present use and value add opportunities to an audience of that group
- Create a podcast to understand and utilize media creation tools, writing and making a podcast to iTunes.

Standards and Competencies

Unit 11: Pictures/Audio/Video

I. Apply an “ethical matrix” strategy to bandwidth use

Competencies

Total Learning Hours for Unit: 20

- Explain how to use your pictures to market yourself
- Describe Flickr's community features
- Define a Creative Common (CC) License
- Detail how to market on Flickr
- Identify other image sharing sites
- Describe a guide to video marketing
- Describe Marketing on YouTube
- Discuss creating digital videos
- List tips to promote your video on YouTube
- Measure how your video is doing on YouTube
- Identify other video sharing sites
- Describe the art of video blogging
- Evangelize brand image through photos and videos
- Explain how podcasting emerged and where it is today
- Detail how to create a Podcast
- Describe how to promote a Podcast
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<i>Aligned Washington State Standards</i>	
Art	1.3 Understands and applies visual arts genres and styles of various artists, cultures, and times. 1.4 Understands and applies audience conventions in a variety of settings, performances, and presentations of visual arts. 2.2 Apply a performance and/or process to visual arts. 3.1 Use visual arts to express and present ideas and feelings 3.2 Use visual arts to communicate for a specific purpose
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.2.1 Communicate and collaborate to learn with others. 1.2.2 Develop cultural understanding and global awareness by engaging with learners of many cultures. 1.3.2 Locate and organize information from a variety of sources and media. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.1.2 Practice ethical and respectful behavior. 2.2.1 Develop skills to use technology effectively. 2.2.2 Use a variety of hardware to support learning. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications.
Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) RST--Integration of Knowledge and Ideas(Standard 7) WHST--Research to Build and Present Knowledge (Standard 9)
Social Studies	Social Studies 5.1 Uses critical reasoning skills to analyze and evaluate positions. Social Studies 5.2 Uses inquiry based research Social Studies 5.3 Deliberates public issues Social Studies 5.4 Creates a product that uses social studies content to support a thesis and presents the product in an appropriate manner to a meaningful audience.

COMPONENTS AND ASSESSMENTS	
Performance Assessments: <ul style="list-style-type: none"> • Create a Social Media Workflow • Calculate ROI for Social Media Marketing • Develop a marketing plan that incorporates multiple marketing channels including traditional and social media strategies and measure the results. 	
Leadership Alignment: <ul style="list-style-type: none"> • Social media safety awareness campaign (above) • Students will evaluate the marketplace, then write a marketing plan, demonstrating their understanding of all marketing fundamentals, and produce a professional packet of materials, suitable for professional use. 	
<i>Standards and Competencies</i>	
Unit 12: Monitoring Social Media Success <ol style="list-style-type: none"> I. Evaluate the success of a social media campaign II. Identify costs inherent to Internet media participation 	

Competencies	Total Learning Hours for Unit: 30
<ul style="list-style-type: none"> • Describe how to identify yourself and tell people who you are • Explain the social media workflow • Discuss how to determine your social media marketing ROI (Return On Investment) • Explain why it is important to never stop listening • Define why your blog should be your home base • Detail how build your brand on other social properties • Explain why you should not fixate on one community, but participate in a diverse variety of social portals • Strategize in social media communities • Think outside of social media communities with face-to-face interactions • Foster creativity online • Detail 6 key viral strategies • Explain why social media encourages the use of e-mail, instant chat, forums 	
<i>Aligned Washington State Standards</i>	
Educational Technology	1.1.1 Generate ideas and create original works for personal and group expression using a variety of digital tools. 1.1.2 Use models and simulations to explore systems, identify trends and forecast possibilities. 1.2.1 Communicate and collaborate to learn with others. 1.3.1 Identify and define authentic problems and significant questions for investigation and plan strategies to guide inquiry. 1.3.2 Locate and organize information from a variety of sources and media. 1.3.3 Analyze, synthesize and ethically use information to develop a solution, make informed decisions and report results. 2.2.1 Develop skills to use technology effectively. 2.3.1 Select and use common applications. 2.3.2 Select and use online applications. 2.4.1 Formulate and synthesize new knowledge.
Grades 11-12 English Language Arts	SL--Comprehension and Collaboration (Standard 1, 2) SL--Presentation of Knowledge and Ideas (Standard 4, 5) RST--Integration of Knowledge and Ideas (Standard 7) WHST--Research to Build and Present Knowledge (Standard 9)
Math	N-Q-Reason quantitatively and use units to solve problems S-ID-Summarize, represent, and interpret data on a single count or measurement variable S-ID-Summarize, represent, and interpret data on two categorical and quantitative variables S-IC-Make inferences and justify conclusions from sample surveys, experiments, and observational studies

21st Century Skills

Check those that students will demonstrate in this course:

LEARNING & INNOVATION

Creativity and Innovation

- Think Creatively
- Work Creatively with Others
- Implement Innovations

Critical Thinking and Problem Solving

- Reason Effectively
- Use Systems Thinking
- Make Judgments and Decisions
- Solve Problems

Communication and Collaboration

- Communicate Clearly
- Collaborate with Others

INFORMATION, MEDIA & TECHNOLOGY SKILLS

Information Literacy

- Access and /evaluate Information
- Use and Manage Information

Media Literacy

- Analyze Media
- Create Media Products

**Information, Communications and Technology
(ICT Literacy)**

- Apply Technology Effectively

LIFE & CAREER SKILLS

Flexibility and Adaptability

- Adapt to Change
- Be Flexible

Initiative and Self-Direction

- Manage Goals and Time
- Work Independently
- Be Self-Directed Learners

Social and Cross-Cultural

- Interact Effectively with Others
- Work Effectively in Diverse Teams

Productivity and Accountability

- Manage Projects
- Produce Results

Leadership and Responsibility

- Guide and Lead Others
- Be Responsible to Others