21st Century Skill	Standard	How Curriculum Addresses
21st Century Skill	**Standard**	**How Curriculum Addresses**
Employability Skills	(21.9-12.ES.1) **Essential Concept and/or Skill: Communicate and work productively with others, incorporating different perspectives and cross cultural understanding, to increase innovation and the quality of work.**	Unit 1: Lessons: 1, 2, 3, 6, 8, 9, 10, 11, 12, 13 Unit 2: Lessons: 3, 4, 5, 8, 9, 10, 11, 13, 14 Unit 3: Lessons: 3, 4, 5, 6, 7, 8, 9 Unit 4: Lessons: 2, 3, 4, 5, 6, 7, 8, 10 Unit 5: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19
Employability Skills	(21.9-12.ES.2) **Essential Concept and/or Skill: Adapt to various roles and responsibilities and work flexibly in climates of ambiguity and changing priorities.**	Unit 1: Lessons: 1, 2, 3, 6, 8, 9, 10, 11, 12, 13 Unit 2: Lessons: 3, 4, 5, 8, 9, 10, 11, 13, 14 Unit 3: Lessons: 3, 4, 5, 6, 7, 8, 9 Unit 4: Lessons: 2, 3, 4, 5, 6, 7, 8, 10 Unit 5: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19 Unit 6: Lessons: 1, 2, 3, 4, 5, 6, 7, 8
Employability Skills	(21.9-12.ES.3) **Essential Concept and/or Skill: Demonstrate leadership skills, integrity, ethical behavior, and social responsibility while collaborating to achieve common goals.**	Unit 1: Lessons: 1, 2, 3, 6, 8, 9, 10, 11, 12, 13 Unit 2: Lessons: 3, 4, 5, 8, 9, 10, 11, 13, 14 Unit 3: Lessons: 3, 4, 5, 6, 7, 8, 9 Unit 4: Lessons: 2, 3, 4, 5, 6, 7, 8, 10 Unit 5: Lessons: 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12, 13, 14, 15, 16, 17, 19
Employability Skills	(21.9-12.ES.4) **Demonstrate initiative and self-direction through high achievement and lifelong learning while exploring the ways individual talents and skills can be used for productive outcomes in personal and professional life.**	Unit 6: Lessons: 1, 2, 3, 4, 5, 6, 7, 8

| Technology Literacy | (21.9-12.TL.1) **Demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.** | Unit 1: This unit explores the technical challenges and questions that arise from the need to represent digital information in computers and transfer it between people and computational devices. The unit then explores the structure and design of the internet and the implications of those design decisions through the Internet Simulator.
Unit 2: This unit further explores the ways that digital information is encoded, represented and manipulated. Being able to digitally manipulate data, visualize it, and identify patterns, trends and possible meanings are important practical skills that computer scientists do every day. Understanding where data comes from, having intuitions about what could be learned or extracted from it, and being able to use computational tools to manipulate data and communicate about it are the primary skills addressed in the unit.
Unit 3: This unit introduces the foundational concepts of computer programming, which unlocks the ability to make rich, interactive apps. This course uses JavaScript as the programming language, and App Lab as the programming environment to build apps, but the concepts learned in these lessons span all programming languages and tools.
Unit 4: The data-rich world we live in introduces many complex questions related to public policy, law, ethics and societal impact. The goals of this unit are to develop a well-rounded and balanced view about data in the world, including the positive and negative effects of it, and to understand the basics of how and why modern encryption works.
Unit 5: This unit continues the introduction of foundational concepts of computer programming, which unlocks the ability to make rich, interactive apps. This course uses JavaScript as the programming language, and App Lab as the programming environment to build apps, but the concepts learned in these lessons span all programming languages and tools. |
| Technology Literacy | (21.9-12.TL.5) **Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.** | Unit 4: The data-rich world we live in introduces many complex questions related to public policy, law, ethics and societal impact. The goals of this unit are to develop a well-rounded and balanced view about data in the world, including the positive and negative effects of it, and to understand the basics of how and why modern encryption works. |

Technology Literacy	(21.9-12.TL.6) **Demonstrate a sound understanding of technology concepts, systems and operations.**	Unit 1: This unit explores the technical challenges and questions that arise from the need to represent digital information in computers and transfer it between people and computational devices. The unit then explores the structure and design of the internet and the implications of those design decisions through the Internet Simulator.
		Unit 2: This unit further explores the ways that digital information is encoded, represented and manipulated. Being able to digitally manipulate data, visualize it, and identify patterns, trends and possible meanings are important practical skills that computer scientists do every day. Understanding where data comes from, having intuitions about what could be learned or extracted from it, and being able to use computational tools to manipulate data and communicate about it are the primary skills addressed in the unit.
		Unit 3: This unit introduces the foundational concepts of computer programming, which unlocks the ability to make rich, interactive apps. This course uses JavaScript as the programming language, and App Lab as the programming environment to build apps, but the concepts learned in these lessons span all programming languages and tools.
		Unit 4: The data-rich world we live in introduces many complex questions related to public policy, law, ethics and societal impact. The goals of this unit are to develop a well-rounded and balanced view about data in the world, including the positive and negative effects of it, and to understand the basics of how and why modern encryption works.
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