Course Description
Introduction to Digital Technology is the foundational course for Web & Digital Communications, Programming, Advanced Programming, Information Support & Services, and Network Systems pathways. This course is designed for high school students to understand, communicate, and adapt to a digital world as it impacts their personal life, society, and the business world. Exposure to foundational knowledge in hardware, software, programming, web design, IT support, and networks are all taught in a computer lab with hands-on activities and project-focused tasks. Students will not only understand the concepts, but apply their knowledge to situations and defend their actions/decisions/choices through the knowledge and skills acquired in this course. Employability skills are integrated into activities, tasks, and projects throughout the course standards to demonstrate the skills required by business and industry. Competencies in the co-curricular student organization, Future Business Leaders of America (FBLA), are integral components of both the employability skills standards and content standards for this course. Various forms of technologies will be highlighted to expose students to the emerging technologies impacting the digital world. Professional communication skills and practices, problem-solving, ethical and legal issues, and the impact of effective presentation skills are taught in this course as a foundational knowledge to prepare students to be college and career ready. The knowledge and skills taught in this course build upon each other to form a comprehensive introduction to digital world.

Introduction to Digital Technology is a course that is appropriate for all high school students. The pre-requisite for this course is advisor approval.

Course Standard 1

IT-IDT-1
The following standard is included in all CTAE courses adopted for the Career Cluster/Pathways. Teachers should incorporate the elements of this standard into lesson plans during the course. The topics listed for each element of the standard may be addressed in differentiated instruction matching the content of each course. These elements may also be addressed with specific lessons from a variety of resources. This content is not to be treated as a unit or separate body of knowledge but rather integrated into class activities as applications of the concept.

**Standard:** Demonstrate employability skills required by business and industry.
The following elements should be integrated throughout the content of this course.

<table>
<thead>
<tr>
<th>Person-to-Person Etiquette</th>
<th>Telephone and Email Etiquette</th>
<th>Cell Phone and Internet Etiquette</th>
<th>Communicating At Work</th>
<th>Listening</th>
</tr>
</thead>
<tbody>
<tr>
<td>Interacting with Your Boss</td>
<td>Telephone Conversations</td>
<td>Using Blogs</td>
<td>Improving Communication Skills</td>
<td>Reasons, Benefits, and Barriers</td>
</tr>
<tr>
<td>Interacting with Subordinates</td>
<td>Barriers to Phone conversations</td>
<td>Using Social Media</td>
<td>Effective Oral Communication</td>
<td>Listening Strategies</td>
</tr>
<tr>
<td>Interacting with Co-workers</td>
<td>Making and Returning Calls</td>
<td>Effective Written Communication</td>
<td>Ways We Filter What We Hear</td>
<td></td>
</tr>
<tr>
<td>Interacting with Suppliers</td>
<td>Making Cold Calls</td>
<td>Effective Nonverbal Skills</td>
<td>Developing a Listening Attitude</td>
<td></td>
</tr>
</tbody>
</table>
1.2 Demonstrate creativity by asking challenging questions and applying innovative procedures and methods.

<table>
<thead>
<tr>
<th>Nonverbal Communication</th>
<th>Written Communication</th>
<th>Speaking</th>
<th>Applications and Effective Résumés</th>
</tr>
</thead>
<tbody>
<tr>
<td>Communicating Nonverbally</td>
<td>Writing Documents</td>
<td>Using Language Carefully</td>
<td>Completing a Job Application</td>
</tr>
<tr>
<td>Reading Body Language and mixed Messages</td>
<td>Constructive Criticism in Writing</td>
<td>One-on-One Conversations</td>
<td>Writing a Cover Letter</td>
</tr>
<tr>
<td>Matching Verbal and Nonverbal communication</td>
<td>Small Group Communication</td>
<td>Things to Include in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Improving Nonverbal Indicators</td>
<td>Large Group Communication</td>
<td>Selling Yourself in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Nonverbal Feedback</td>
<td>Making Speeches</td>
<td>Terms to Use in a Résumé</td>
<td></td>
</tr>
<tr>
<td>Showing Confidence Nonverbally</td>
<td>Involving the Audience</td>
<td>Describing Your Job Strengths</td>
<td></td>
</tr>
<tr>
<td>Showing Assertiveness</td>
<td>Answering Questions</td>
<td>Organizing Your Résumé</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Visual and Media Aids</td>
<td>Writing an Electronic Résumé</td>
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<tr>
<td></td>
<td>Errors in Presentation</td>
<td>Dressing Up Your Résumé</td>
<td></td>
</tr>
</tbody>
</table>

1.3 Exhibit critical thinking and problem solving skills to locate, analyze and apply information in career planning and employment situations.

<table>
<thead>
<tr>
<th>Problem Solving</th>
<th>Customer Service</th>
<th>The Application Process</th>
<th>Interviewing Skills</th>
<th>Finding the Right Job</th>
</tr>
</thead>
<tbody>
<tr>
<td>Transferable Job Skills</td>
<td>Gaining Trust and Interacting with Customers</td>
<td>Providing Information, Accuracy and Double Checking</td>
<td>Preparing for an Interview</td>
<td>Locating Jobs and Networking</td>
</tr>
<tr>
<td>Becoming a Problem Solver</td>
<td>Learning and Giving Customers What They Want</td>
<td>Online Application Process</td>
<td>Questions to Ask in an Interview</td>
<td>Job Shopping Online</td>
</tr>
<tr>
<td>Identifying a Problem</td>
<td>Keeping Customers Coming Back</td>
<td>Following Up After Submitting an Application</td>
<td>Things to Include in a Career Portfolio</td>
<td>Job Search Websites</td>
</tr>
<tr>
<td>Becoming a Critical Thinker</td>
<td>Seeing the Customer’s Point</td>
<td>Effective Résumés:</td>
<td>Traits Employers are Seeking</td>
<td>Participation in Job Fairs</td>
</tr>
<tr>
<td>Managing</td>
<td>Selling Yourself and the Company</td>
<td>Matching Your Talents to a Job</td>
<td>Considerations Before Taking a Job</td>
<td>Searching the Classified Ads</td>
</tr>
</tbody>
</table>
1.4 Model work readiness traits required for success in the workplace including integrity, honesty, accountability, punctuality, time management, and respect for diversity.

<table>
<thead>
<tr>
<th>Workplace Ethics</th>
<th>Personal Characteristics</th>
<th>Employer Expectations</th>
<th>Business Etiquette</th>
<th>Communicating at Work</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Good Work</td>
<td>Demonstrating a Good Attitude</td>
<td>Behaviors Employers Expect</td>
<td>Language and Behavior</td>
<td>Handling Anger</td>
</tr>
<tr>
<td>Ethic</td>
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<td></td>
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</tr>
<tr>
<td>Behaving Appropriately</td>
<td>Gaining and Showing Respect</td>
<td>Objectionable Behaviors</td>
<td>Keeping Information Confidential</td>
<td>Dealing with Difficult Coworkers</td>
</tr>
<tr>
<td>Maintaining Honesty</td>
<td>Demonstrating Responsibility</td>
<td>Establishing Credibility</td>
<td>Avoiding Gossip</td>
<td>Dealing with a Difficult Boss</td>
</tr>
<tr>
<td>Playing Fair</td>
<td>Showing Dependability</td>
<td>Demonstrating Your Skills</td>
<td>Appropriate Work Email</td>
<td>Dealing with Difficult Customers</td>
</tr>
<tr>
<td>Using Ethical Language</td>
<td>Being Courteous</td>
<td>Building Work Relationships</td>
<td>Cell Phone Etiquette</td>
<td>Dealing with Conflict</td>
</tr>
<tr>
<td>Showing Responsibility</td>
<td>Gaining Coworkers’ Trust</td>
<td></td>
<td>Appropriate Work Texting</td>
<td></td>
</tr>
<tr>
<td>Reducing Harassment</td>
<td>Persevering</td>
<td></td>
<td>Understanding Copyright</td>
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<tr>
<td>Respecting Diversity</td>
<td>Handling Criticism</td>
<td></td>
<td>Social Networking</td>
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<tr>
<td>Making Truthfulness a</td>
<td>Showing Professionalism</td>
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<tr>
<td>Habit</td>
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<tr>
<td>Leaving a Job Ethically</td>
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</tbody>
</table>

1.5 Apply the appropriate skill sets to be productive in a changing, technological, diverse workplace to be able to work independently and apply team work skills.

<table>
<thead>
<tr>
<th>Expected Work Traits</th>
<th>Teamwork</th>
<th>Time Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>Demonstrating Responsibility</td>
<td>Teamwork Skills</td>
<td>Managing Time</td>
</tr>
<tr>
<td>Dealing with Information Overload</td>
<td>Reasons Companies Use Teams</td>
<td>Putting First Things First</td>
</tr>
<tr>
<td>Transferable Job Skills</td>
<td>Decisions Teams Make</td>
<td>Juggling Many Priorities</td>
</tr>
<tr>
<td>Managing Change</td>
<td>Team Responsibilities</td>
<td>Overcoming Procrastination</td>
</tr>
<tr>
<td>Adopting a New Technology</td>
<td>Problems That Affect Teams</td>
<td>Organizing Workspace and Tasks</td>
</tr>
<tr>
<td>Expressing Yourself on a Team</td>
<td></td>
<td>Staying Organized</td>
</tr>
<tr>
<td>Giving and Receiving Constructive</td>
<td></td>
<td>Finding More Time</td>
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<tr>
<td>Criticism</td>
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<td></td>
<td></td>
<td>Managing Projects</td>
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<td></td>
<td></td>
<td>Prioritizing Personal and Work Life</td>
</tr>
</tbody>
</table>

1.6 Present a professional image through appearance, behavior and language.

<table>
<thead>
<tr>
<th>On-the-Job Etiquette</th>
<th>Person-to-Person Etiquette</th>
<th>Communication Etiquette</th>
<th>Presenting Yourself</th>
</tr>
</thead>
<tbody>
<tr>
<td>Using Professional Manners</td>
<td>Meeting Business Acquaintances</td>
<td>Creating a Good Impression</td>
<td>Looking Professional</td>
</tr>
<tr>
<td>Introducing People</td>
<td>Meeting People for the First Time</td>
<td>Keeping Phone Calls Professional</td>
<td>Dressing for Success</td>
</tr>
<tr>
<td>Appropriate Dress</td>
<td>Showing Politeness</td>
<td>Proper Use of Work Email</td>
<td>Showing a Professional Attitude</td>
</tr>
</tbody>
</table>
Georgia Department of Education

<table>
<thead>
<tr>
<th>Business Meal Functions</th>
<th>Proper Use of Cell Phone</th>
<th>Using Good Posture</th>
</tr>
</thead>
<tbody>
<tr>
<td>Behavior at Work Parties</td>
<td>Proper Use in Texting</td>
<td>Presenting Yourself to Associates</td>
</tr>
<tr>
<td>Behavior at Conventions</td>
<td>Accepting Criticism</td>
<td>Demonstrating Leadership</td>
</tr>
<tr>
<td>International Etiquette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Cross-Cultural Etiquette</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Working in a Cubicle</td>
<td></td>
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</tr>
</tbody>
</table>

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

L9-10RST 1-10 and L9-10WHST 1-10:
Common Core ELA/Literacy standards have been written specifically for technical subjects and have been adopted as part of the official standards for all CTAE courses. Additional Common Core ELA/Literacy standards for Speaking and Listening are listed in the foundational course standards below.

Course Standard 2

**IT-IDT-2**
Explore, research, and present findings on positions and career paths in technology and the impact of technology on chosen career area.

2.1 Develop technical reading and writing skills to follow instructions.
2.2 Work in a team to solve problems and share knowledge.
2.3 Explore the impact of digital technology on careers including non-traditional technology fields and careers in each of the Georgia Career Clusters.
2.4 Use collaborative tools to communicate with team members.
2.5 Describe how computing enhances traditional careers, and enables new careers.
2.6 Research post-secondary options for continuing education in IT field.
2.7 Research IT credentials needed and job requirements in various occupations.
2.8 Describe the impact of having web design skills to build skills for chosen career.
2.9 Explore the game design industry for design, creation, and career options.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

**ELACC9-10SL1**: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**ELACC9-10SL2**: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**ELACC9-10SL4**: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.
Course Standard 3

IT-IDT-3

Demonstrate effective professional communication skills (oral, written, and digital) and practices that enable positive customer relationships.

3.1 Recognize the importance of all customers to a business.
   a. Identify organization's products and services.
   b. State the IT influence and impact on business.
   c. Communicate how technology can be used to create a solution to business challenge and present to customer in professional business format.

3.2 Demonstrate ability to assist customers in a professional manner.
   a. Actively listen to customers.
   b. Determine customers' individual needs.
   c. Project a professional business image (e.g., appearance, voice, grammar, word usage, enunciation, nonverbal communication).
   d. Interact with customers and colleagues in a professional manner (e.g., prompt, friendly, courteous, respectful, helpful, knowledgeable, and understandable).
   e. Ensure that your assistance promotes the best interests of the company.

3.3 Determine the best method to maintain a customer list and communication platform.

3.4 Demonstrate understanding of word processing, spreadsheet, presentation, and database software as a communication tool for business.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

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Course Standard 4

IT-IDT-4

Identify, describe, evaluate, select and use appropriate technology.

4.1 Identify hardware device functions, including peripherals devices, input devices, and portable hardware appropriate for specific tasks and emerging hardware as it impacts information technology.

4.2 Demonstrate understanding of set up a basic computer workstation.
   a. Identify various computer types, internal components, connectors, monitors, keyboards, mice, printers, computer voltage, and power requirements.

4.3 Describe and explore current and emerging software, including operating systems and application software.
   a. Explain the function and purpose of software tools.

4.4 Compare and contrast various hardware and software options for personal and business use.
Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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Course Standard 5

**IT-IDT-5**

**Understand, communicate, and adapt to a digital world.**

5.1 Develop a working IT vocabulary.

5.2 Describe trends in emerging, evolving, and future computer technologies and their influence on IT practices.
   
   a. Mobile technology, computing tablets, cloud computing.

5.3 Recognize online risks and dangers in order to take appropriate actions to protect the business and self while using digital tools and resources.

5.4 Demonstrate ability to access, navigate and use online resources and technologies.

5.5 Define and demonstrate folder and file management and the importance of data back-up procedures.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 6

**IT-IDT-6**

**Explore and explain the basic components of computer networks.**

6.1 Develop a working networking vocabulary including networking media, topologies, network operating systems, models and protocols, codes and standards, addressing, diagnostics, routing, WAN services, network security networking software, tools, and equipment.

6.2 Illustrate and describe the functions of various types of networks including wireless.

6.3 Explain key issues in data transmission.

6.4 Characterize the purposes, features and functions of the following network components: Switches, Bridges, Routers, Gateways, CSU / DSU, NICs, ISDN adapters, WAPs, Modems, Transceivers, Firewalls.

6.5 Identify factors which affect the range and speed of wireless service.

6.6 Explore networking trends and issues affecting business and personal use.
Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 7

IT-IDT-7

Use computational thinking procedures to analyze and solve problems.

7.1 Apply strategies for identifying routine hardware and software problems current to everyday life.
7.2 Identify compatibility issues and describe operational problems caused by hardware errors.
7.3 Explain how technology can be used to solve problems.
7.4 Explain software development process used to solve problems.
7.5 Explore commonly used documentation tools for design specifications.
   a. Flowcharts, visual and textual storyboards.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

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ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 8

IT-IDT-8

Create and organize webpages through the use of a variety of web programming design tools.

8.1 Understand and apply design principles to create professional appearing and functioning web pages.
8.2 Understand elements of web design.
   a. HTML, CSS, responsive design, site usability, relation of site to business, story the site reveals about the business.
8.3 Design simple webpages incorporating media elements (e.g., sound, video, graphics, text, motion graphics), navigation, and linking.
8.4 Explain the impact of mobile sites on the development of business.
8.5 Explore the trends and emerging issues for websites.
Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

**ELACC9-10SL1:** Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

**ELACC9-10SL2:** Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

**ELACC9-10SL4:** Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

### Course Standard 9

**IT-IDT-9**

Design, develop, test and implement programs using visual programming.

- 9.1 Utilize drag and drop software to develop programs.
- 9.2 Understand and use objects.
- 9.3 Explain how sequence, selection, iteration are building blocks of algorithms.
- 9.4 Explore mobile devices/emulators to design develop and implement mobile computing applications.
- 9.5 Use various debugging and testing methods to ensure program correctness.
- 9.6 Describe a variety of programming languages used to solve problems.
- 9.7 Incorporate music and art to enhance creativity in projects.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

**ELACC9-10SL5:** Make strategic use of digital media (e.g., textual, graphical, audio, visual, and interactive elements) in presentations to enhance understanding of findings, reasoning, and evidence and to add interest.

### Course Standard 10

**IT-IDT-10**

Describe, analyze, develop and follow policies for managing ethical and legal issues in the business world and in a technology-based society.

- 10.1 Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.
- 10.2 Recognize the ethical and legal issues while accessing, creating, and using digital tools and resources in order to make informed decisions.
- 10.3 Exercise digital citizenship as a lifelong learner.
  - a. Promote and model digital etiquette and responsible social technology interactions, permanence of digital footprints, online image and presence, etc.
- 10.4 Understand human, cultural, and societal issues related to technology and practice legal and ethical behavior.
- 10.5 Describe personal and legal consequences of inappropriate use of resources and online content.
a. Plagiarism, piracy, illegal downloading, copy-right infringement, licensing infringement, inappropriate use of software, hardware and mobile devices.

10.6 Identify security issues and trends affecting computers and information privacy.
   a. Virus, open or free networks, user control methods, file sharing, etc.

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

10.8 Identify criminal activity in relationship to cybercrime, the Internet, and Internet trafficking.
   a. Common internet crimes, techniques to identify criminal activity and prevention actions related to cybercrime.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ELACC9-10SL2: Integrate multiple sources of information presented in diverse media or formats (e.g., visually, quantitatively, orally) evaluating the credibility and accuracy of each source.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.

Course Standard 11

IT-IDT-11

Explore how related student organizations are integral parts of career and technology education courses through leadership development, school and community service projects, entrepreneurship development, and competitive events.

11.1 Explain the goals, mission and objectives of Future Business Leaders of America.

11.2 Explore the impact and opportunities a student organization (FBLA) can develop to bring business and education together in a positive working relationship through innovative leadership and career development programs.

11.3 Explore the local, state, and national opportunities available to students through participation in related student organization (FBLA) including but not limited to conferences, competitions, community service, philanthropy, and other FBLA activities.

11.4 Explain how participation in career and technology education student organizations can promote lifelong responsibility for community service and professional development.

11.5 Explore the competitive events related to the content of this course and the required competencies, skills, and knowledge for each related event for individual, team, and chapter competitions.

Support of CTAE Foundation Course Standards and Common Core GPS and Georgia Performance Standards

ELACC9-10SL1: Initiate and participate effectively in a range of collaborative discussions (one-on-one, in groups, and teacher-led) with diverse partners on grades 9–10 topics, texts, and issues, building on others’ ideas and expressing their own clearly and persuasively.

ELACC9-10SL4: Present information, findings, and supporting evidence clearly, concisely, and logically such that listeners can follow the line of reasoning and the organization, development, substance, and style are appropriate to purpose, audience, and task.