IT3 Explorations

Purpose:

This elective has been developed as ongoing core class for students who wish to participate in North County High School's ***International Trade, Transportation, and Tourism Signature Program***. This course explores the ideas, issues, and impact of International Trade, Transportation, and Tourism as it pertains to our region. Students will develop background knowledge and skills necessary to participate and compete in these three industries. Strategies integral to this course include the effective and responsible use of the internet, the ability to discuss and debate mature topics and themes respectfully, a level of comfort with a variety of technology and non-print mediums, working in cooperative groups, and participating in multi-disciplinary project based learning.

For more information and updates on IT3 please follow @IT3Signature on Twitter and Instagram

Course Outcomes

By the end of the course, students will

- Understand the social and professional opportunities in local, national, and international community provided through the Signature Program at North County
- Investigate and analyze issues related to Trade, Transportation, and Tourism in our region and around the world
- Have the skills necessary to communicate with people in the IT3 community including improved public speaking
- Collaborate with different community and industry stakeholders to gain an understanding of the industry and its impact on the region

First Quarter			Second Quarter	
Modules One, Two, Three		*Days*	**Modules Four and Five:**	**Days**
Module 1: Re-introducing Trade, Travel, and Transportation • **Understanding the interconnectedness of IT3.** • **Review the vocabulary/jargon** • **Review cultural awareness and how it applies to IT3** *RW Assessment: Tourism Journal*		7	Module 4: Industry Jobs • **Researching jobs available in Trade, Travel, and Transportation.** • **Use print and online resources to create brochures or one pagers outlining specific jobs in all three areas of IT3.** • **Introduce/Review the vocabulary/jargon** • **Analyze job requirements and applications** • **Assess resumes and applicant feasibility for jobs** *RW Assessment:* **Create an Industry Jobs Handbook which can be reviewed, edited, and expanded each year.**	14
Module 2: Travel/Tourism • **Explore Motivations for travel** • **Determine what attracts tourism** • **Explore jobs are supported by a trip to a National Park.** • **Create a Destination Management Co. proposal to meet the needs of a potential client group.** *RW Assessment: DMC Proposal*		10		

Module 3: Trade and Transportation • **Explore what makes a 21st Century Port.** • **Determine what makes Post Panamax preparedness important** • **Examine Baltimore's preparedness for Post Panamax ships** • **Determine what obstacle the POB has (Howard St. Tunnel – double-stacking)** *RW Assessment: Post Panamax Poster*	4	Module 5: Logistics • **Examine the role of a Logistics/Shipping Company** • **Explore the regulations regarding international and domestic shipping.** • **Case Study: You are moving to England for 5 years and want to take your car and furniture with you. Explore what is involved.** *RW Assessment: Case Study*	12
Approximate Number of Total Days	21		
Module 4: Howard Street Tunnel • **Explore the problems and proposed fixes for the tunnel issues.** • **Create a digital resource of articles, editorials, videos, and images of Howard street tunnel and its issues.** • **Consider how the tunnel and its issues affect the community.** • **Use research to create interview questions** *RW Assessment: Interview, Blog, Article on Howard Street Tunnel impact*	18		
Approximate Number of Total Days *	36	*Approximate Number of Total Days*	26

Anchor Standards for College and Career Readiness Addressed:

Reading	Speaking and Listening
1. Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text. 2. Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas. 3. Integrate and evaluate content presented in diverse media and formats, including visually and quantitatively, as well as in words. 4. Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence. 5. Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.	1. Prepare for and participate effectively in a range of conversations and collaborations with diverse partners, building on others' ideas and expressing their own clearly and persuasively. 2. Integrate and evaluate information presented in diverse media and formats, including visually, quantitatively, and orally. 3. Evaluate a speaker's point of view, reasoning, and use of evidence and rhetoric. 4. Present information, findings, and supporting evidence such that listeners can follow the line of reasoning and the organization, development, and style are appropriate to task, purpose, and audience. 5. Make strategic use of digital media and visual displays of data to express information and enhance understanding of presentations.
Writing	**Language**

1. Write arguments to support claims in an analysis of substantive topics or texts using valid reasoning and relevant and sufficient evidence. 2. Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content. 3. Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation. 4. Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism. 5. Draw evidence from literary or informational texts to support analysis, reflection, and research.	1. Determine or clarify the meaning of unknown and multiple-meaning words and phrases by using context clues, analyzing meaningful word parts, and consulting general and specialized reference materials, as appropriate. 2. Demonstrate understanding of figurative language, word relationships, and nuances in word meanings. 3. Acquire and use accurately a range of general academic and domain-specific words and phrases sufficient for reading, writing, speaking, and listening at the college and career readiness level; demonstrate independence in gathering vocabulary knowledge when encountering an unknown term important to comprehension or expression.

Grading/Assessment:

A (89.5-100%) - Outstanding level of achievement

B (80-89%) - High level of achievement

C (70-79%) - Satisfactory level of achievement

D (60-69%) - Low level of achievement

E (59% -50) Failure

0 – If student does not attempt the work

Minimum:

A minimum grade of 50% will be given for all assignments or assessments for which the student made a good faith effort, as determined by the teacher. If a student does no work on an assignment or assessment, the teacher shall assign a grade of zero.

Categories:

40% - Summative assignments (essays, unit tests, summative projects)

40% - Formative assessments (classwork, practice situations, quizzes, seminar, group assignments)

10% - Homework

10% - Quarterly Assessment

Parent Notification:

Parents will be notified by receiving student interim reports and report cards. Parents will also be informed if a student is in danger of failing or if a student drops the equivalent of two letter grades. Parents will be contacted by email or phone call. At any time, parents may check **parentconnect.aacps.org** to see their student's grade. Please contact the main office if you do not already have a login. **North County utilizes the E Free policy, which will also provide parent communication if the student is in danger of failing.**