

COMPONENT	OBJECTIVES	COMPETENCY
I Basic Operations and Concepts	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of concepts underlying hardware, software, and connectivity by using :               <ul style="list-style-type: none"> <li>• appropriate technology for each subject area;</li> <li>• a variety of input devices;</li> <li>• output devices appropriately;</li> <li>• storage devices appropriately;</li> <li>• files from a variety of sources; and</li> <li>• a variety of software programs.</li> </ul> </li> <li>2. Apply strategies for identifying and solving routine hardware and software problems that occur during every day use.</li> </ol>	<ol style="list-style-type: none"> <li>A. Given a content specific assignment, use appropriate technology to complete the task, such as:               <ul style="list-style-type: none"> <li>• a calculator to solve ratio and proportion problems, and</li> <li>• use compact disc atlases to find the major topographical features in a geographic area.</li> </ul> </li> <li>B. Use appropriate multimedia software to create an interdisciplinary presentation on a specific country or geographic region, or another selected topic.</li> </ol>
II Technology Tools <ul style="list-style-type: none"> <li>• Productivity</li> <li>• Research</li> <li>• Problem-solving</li> <li>• Decision-making</li> </ul>	<ol style="list-style-type: none"> <li>1. Use content specific tools, software, and simulations, such as:               <ul style="list-style-type: none"> <li>• a <i>word processing</i> program to perform basic text formatting, implementing user preferred settings;</li> <li>• a <i>database</i> program to perform basic sort, search, and reporting techniques;</li> <li>• a <i>spreadsheet</i> program to create graphs and manipulate data; and</li> <li>• environmental probes and calculators.</li> </ul> </li> <li>2. Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom, using the following:               <ul style="list-style-type: none"> <li>• a desktop publishing program and/or</li> <li>• a variety of applications to integrate and manipulate an illustration.</li> </ul> </li> <li>3. Apply productivity/multimedia tools and peripherals to support learning through the curriculum, by using:               <ul style="list-style-type: none"> <li>• age appropriate multimedia authoring software that incorporates text, sound, video, transitions, and images to create a nonlinear presentation.</li> </ul> </li> <li>4. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.</li> </ol>	<ol style="list-style-type: none"> <li>A. Use appropriate application software to prepare a research document that includes illustrations, statistical reports, and charts/graphs, such as:               <ul style="list-style-type: none"> <li>• a database to identify life forms and major geological events that occurred during each of the geological eras.</li> </ul> </li> <li>B. Use appropriate multimedia software to create an interdisciplinary presentation on Florida government or other civics topics.</li> <li>C. Compare and contrast headline or feature articles of various online newspapers on a specific day.</li> </ol>

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<p>III Technology Communication Tools</p>	<p>1. Collaborate with peers, experts, and others using technology tools to investigate curriculum related problems, issues, and information to develop solutions. Such as:</p> <ul style="list-style-type: none"> <li>• send and receive individual or group email messages;</li> <li>• initiate a search on the Internet for a specific topic and cite the location (<i>Internet address</i>);</li> <li>• cite a variety of online resources used to locate information; and</li> <li>• use a variety of media as an information resources:               <ul style="list-style-type: none"> <li>• CD-ROM/DVD</li> <li>• laserdisc</li> <li>• video/audio tape</li> <li>• Internet</li> </ul> </li> </ul>	<p>A. Use online resources to communicate electronically with students from other schools around the country and the world, to initiate simultaneous research based projects such as, exploring a common environmental issue.</p> <p>B. Given a particular topic, use online and offline resources to research:</p> <ul style="list-style-type: none"> <li>• the evolution of math tools or</li> <li>• the influence of history on the fine arts: music, painting, or sculpture.</li> </ul>
<p>IV Social, Ethical, and Human Issues</p>	<p>1. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.</p> <p>2. Exhibit legal and ethical behaviors when using information technology and explain the consequences of misuse. Include:</p> <ul style="list-style-type: none"> <li>• demonstrate a familiarity of all aspects of copyright laws as they pertain to technology;</li> <li>• adhere to the Miami-Dade County Public Schools' <i>Acceptable Use Policy</i>; and</li> <li>• identify appropriate sources of information.</li> </ul>	<p>A. Write an essay that describes the consequences of inappropriate uses of technology.</p> <p>B. Obtain information from various electronic sources related to a specific topic, summarize the information, then search for conflicting information, and draw conclusions.</p> <p>C. After reading and discussing Miami-Dade County Public Schools' <i>Acceptable Use Policy</i>, students will exhibit appropriate behavior when participating in telecommunications activities.</p>