

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Basic Operations and Concepts</p>	<ol style="list-style-type: none"> 1. Demonstrate an understanding of concepts underlying hardware, software, and connectivity by using : <ul style="list-style-type: none"> • appropriate technology for each subject area; • a variety of input devices; • output devices appropriately; • storage devices appropriately; • files from a variety of sources; and • a variety of software programs. 2. Apply strategies for identifying and solving routine hardware and software problems that occur during every day use. 	<ol style="list-style-type: none"> A. Given a specific assignment, use appropriate technology to complete a task. Use: <ul style="list-style-type: none"> • calculators to solve mathematical equations, or • graphics software to present information in a visual format. B. Students will independently perform necessary tasks to install, run, and execute any given software on any device.
<p>II Technology Tools</p> <ul style="list-style-type: none"> • Productivity • Research • Problem-solving • Decision-making 	<ol style="list-style-type: none"> 1. Use content specific tools, software, and simulations, such as: <ul style="list-style-type: none"> • a <i>word processing</i> program to perform basic text formatting, implementing user preferred settings; • a <i>database</i> program to perform basic sort, search, and reporting techniques; • a <i>spreadsheet</i> program to create graphs and manipulate data; and • environmental probes and calculators. 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"> • a desktop publishing program and/or • a variety of applications to integrate and manipulate an illustration. 3. Apply productivity/multimedia tools and peripherals to support learning through the curriculum. Use age appropriate multimedia authoring software that incorporates text, sound, video, transitions, and images to create a nonlinear presentation. 4. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. 	<ol style="list-style-type: none"> A. Use appropriate integrated application software to prepare a research document that includes text, illustrations, statistical reports, and charts/graphs, such as: <ul style="list-style-type: none"> • create a database that identifies global problems; • create a spreadsheet to illustrate the projected impact of global problems; and • create a web page biography of a famous environmentalist. B. Create a word processing document that contains merged data. C. Use appropriate multimedia software to create an interdisciplinary presentation on a specific period in history or other selected topics. D. Compare and contrast headline or feature articles of various online newspapers on a specific day.

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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"> • send and receive individual or group email messages; • initiate a search on the Internet for a specific topic and cite the location (<i>Internet address</i>); • cite a variety of online resources used to locate information; and • use a variety of media as an information resources: <ul style="list-style-type: none"> • compact disc/DVD • laserdisc • video/audio tape • Internet 	<p>A. Use online resources to communicate electronically with keypals. Keypals may include community leaders who will provide information on the impact of immigration to the United States.</p> <p>B. Given a particular topic to investigate, use online and offline resources as a research tool to create a timeline of historical events.</p>
<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 consequences of misuse. Include:</p> <ul style="list-style-type: none"> • demonstrate a familiarity of all aspects of copyright laws as they pertain to technology; • adhere to the Miami-Dade County Public Schools' <i>Acceptable Use Policy</i>; and • identify appropriate sources of information. <p>3. Research and evaluate accuracy and bias of electronic information sources concerning real world problems.</p>	<p>A. Identify types of information protected by the copyright laws.</p> <p>B. Given a particular topic to investigate, use four appropriate resource reference materials. Develop an organizational framework and generate a written product which draws from and gives credit to a minimum of four sources.</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> <p>D. Identify various uses of technology in a related career by having students use interviewing strategies with parents or others in the workplace.</p>