

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Basic Operations and Concepts</p>	<ol style="list-style-type: none"> <li>1. Use common input and output devices (including adaptive devices when necessary) efficiently and effectively. Such as:               <ul style="list-style-type: none"> <li>• demonstrate use of computer hardware;</li> <li>• manipulate a variety of input devices;</li> <li>• use output devices appropriately;</li> <li>• demonstrate use of storage devices;</li> <li>• start and quit software programs independently; and</li> <li>• use the return, spacebar, letter, number, shift, arrows, number, delete, backspace, and function keys.</li> </ul> </li> <li>2. Move, delete, and insert text and/or graphics in a word processed document.</li> </ol>	<ol style="list-style-type: none"> <li>A. Applying formatting skills, students will write and publish original works such as diamante, haiku, and couplet.</li> <li>B. Students will work in cooperative groups to create content-related reports that could include the following activities:               <ul style="list-style-type: none"> <li>• collect data from compact discs or electronic databases;</li> <li>• input data using appropriate software;</li> <li>• save to a floppy disk or hard disk drive;</li> <li>• retrieve saved data; and</li> <li>• print data.</li> </ul> </li> <li>C. On the keyboard students will demonstrate their abilities to type keys directly above and below the home row upon oral direction.</li> <li>D. Students will view and discuss information located on the Internet.</li> </ol>
<p>II Technology Tools</p> <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 general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.</li> <li>2. Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.</li> <li>3. Use technology resources for problem-solving, self-directed learning, and extended learning activities.               <ul style="list-style-type: none"> <li>• Internet</li> <li>• CD-ROM</li> <li>• data collection probes</li> <li>• calculators</li> <li>• videos</li> <li>• educational software</li> </ul> </li> </ol>	<ol style="list-style-type: none"> <li>A. In response to a prompt, students will use appropriate software to practice the writing process and wordprocessing skills (prewriting, drafting, revising, editing, and publishing).</li> <li>B. Students will create a developmentally appropriate multimedia product with support demonstrating knowledge and/or use of:               <ul style="list-style-type: none"> <li>• multimedia authoring</li> <li>• presentation software</li> <li>• web tools</li> <li>• digital camera</li> <li>• scanner</li> </ul> </li> </ol>

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<p>III Technology Communications Tools</p>	<ol style="list-style-type: none"> <li>4. Recognize and explore a spreadsheet program.</li> <li>5. Manipulate and modify an illustration in a draw/paint program.</li> <li>6. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.</li> <li>1. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.</li> <li>2. Use telecommunications and online resources to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.</li> </ol>	<p>C. Students will identify basic concepts of spreadsheets through the use of:</p> <ul style="list-style-type: none"> <li>• a calendar</li> <li>• a multiplication matrix</li> </ul> <p>A. With teacher assistance and/or individually, students will write and send responses when communicating with keypals using email communication software.</p> <p>B. Students will locate information on a topic using the Internet and CD-ROM resources.</p>
<p>IV Social, Ethical, and Human Issues</p>	<ol style="list-style-type: none"> <li>1. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.</li> <li>2. Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.</li> <li>3. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.</li> </ol>	<p>A. With teacher assistance, review the Miami-Dade County Public Schools' <i>Acceptable Use Policy</i> and identify the responsibilities of acceptable and appropriate procedures of Internet use. Such as:</p> <ul style="list-style-type: none"> <li>• getting teacher permission before use;</li> <li>• avoiding nonacademic uses; and</li> <li>• observing appropriate network etiquette.</li> </ul>