

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Basic Operations and Concepts</p>	<ol style="list-style-type: none"> 1. Compare, contrast, and appropriately use the various input, processing, output, and primary/secondary storage devices. 2. Demonstrate knowledge and appropriate use of operating systems. 3. Make decisions regarding the selection and use of software based on its quality, appropriateness, effectiveness, and efficiency. 	<ol style="list-style-type: none"> A. Create posters illustrating the proper care and operation of equipment. B. Save files to and retrieve files from directories and folders.
<p>II Technology Tools</p>	<ol style="list-style-type: none"> 1. Produce a document using appropriate word processing skills: <ul style="list-style-type: none"> • enter text • edit text <ul style="list-style-type: none"> • simple: insert, delete • block: select, move, copy/cut/paste, find/replace, spell check • format text: tabs, type styles/sizes, justification, line spacing • print 2. Set up a database file to organize and analyze collected data and produce reports: <ul style="list-style-type: none"> • define fields: format • enter records • edit fields/records: add, delete, rename • view records: individual, list • design forms • create reports • sort records 3. Set up a spreadsheet file to organize and analyze collected data and produce reports: <ul style="list-style-type: none"> • design • enter information: labels, values, formulas, functions • format: cells, rows, columns • forecast • charts/graphs 4. Use graphics programs for a variety of purposes: <ul style="list-style-type: none"> • multimedia presentations • Internet documents • printed copy. 	<ol style="list-style-type: none"> A. Create a document integrating a word processed document with a database, spreadsheet, and/or graphic. B. Organize information using alphabetical, chronological, and numerical systems. Such as: <ul style="list-style-type: none"> • address book • card collection • vocabulary list • presidents • plants • animals • states C. Analyze real-world data and make predictions by applying formulas in a spreadsheet. Such as: <ul style="list-style-type: none"> • budget • grades • sports statistics • weather D. Create a newsletter and incorporate appropriate desktop publishing features.

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<p>III Technology Communication Tools</p>	<p>5. Select and use appropriate desktop publishing features, e.g.,</p> <ul style="list-style-type: none"> • fonts • styles • sizes • multi-columns • graphics • headings/subheadings • scanned images <p>1. Use local area networks and wide area networks including the Internet and intranet, in research and resource sharing.</p> <p>2. Construct appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.</p> <p>3. Use a variety of resources to gather authentic data.</p> <p>4. Analyze the validity and reliability of primary source information and use the information appropriately.</p>	<p>A. Given a particular subject to investigate, use online and off-line resources as a research tool, e.g.,</p> <ul style="list-style-type: none"> • locate areas of high earthquake risk in the United States. <p>B. Participate in online collaborative projects with other students around the country and/or world.</p>
<p>IV Social, Ethical, and Human Issues</p>	<p>1. Recognize and model ethical acquisition and use of digital information regarding:</p> <ul style="list-style-type: none"> • proper etiquette • Acceptable Use Policy • copyright laws/issues • piracy • censorship • unauthorized access <p>2. Adhere to Miami-Dade County Public Schools' <i>Acceptable Use Policy</i>.</p>	<p>A. Create and present a trifold brochure illustrating the aspects of ethical and responsible computer use.</p>