INSTRUCTIONAL TECHNOLOGY   GRADE 6

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COMPONENT	OBJECTIVES	COMPETENCY
I Basic Operations and Concepts	1. Demonstrate an understanding of concepts underlying hardware, software, and connectivity by using : • 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.	A. Given a content specific assignment in any subject area, use appropriate technology to: • solve mathematical problems related to fractions, decimals, percents, and integers and • gather scientific data obtained from microscopes and probes to conduct a scientific experiment. B. Students will independently perform necessary tasks to install, run, and execute any given software on any given device.
II Technology Tools • Productivity • Research • Problem-solving • Decision-making	1. Use content specific tools, software, and simulations, such as: • a word processing program to perform basic text formatting, implementing user preferred settings; • a database program to perform basic sort, search, and reporting techniques; • a spreadsheet 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: • a desktop publishing program and/or • a variety of applications to integrate and manipulate and illustration. 3. Apply productivity/multimedia tools and peripherals to support learning through the curriculum, by using: • 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.	A. Use appropriate application software to prepare a collaborative research document that includes text, illustrations, statistical reports, and charts/graphs: • to design and publish a class newsletter; • to maintain a portfolio of writing samples that reflect the writing process including narrative/expressive, expository, and persuasive written pieces, and a written explanation for each choice; and • to collect and present the characteristics and chemical nature of specific drugs, stages of addiction, lack of predictability, and drug interaction. B. Use appropriate multimedia software to create an interdisciplinary presentation on a specific country or geographic region, or another selected topic.

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III Technology Communication Tools	1. Collaborate with peers, experts, and others using technology tools to investigate curriculum related problems, issues, and information to develop solutions. • send and receive individual or group email messages • initiate a search on the Internet for a specific topic and cite the location (Internet address) • use a variety of online resources to locate information	A. Use online resources to communicate electronically with students from other schools around the country. Online discussion topics may include sharing information on various customs, folk stories, holidays, local weather information, and recycling practices. B. Use online and offline resources to investigate and research a particular topic such as: • locate an area in the United States susceptible to various natural disasters.
IV Social, Ethical, and Human Issues	1. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. 2. Exhibit legal and ethical behaviors when using information technology and explain the consequences of misuse. Include: • demonstrate a familiarity of all aspects of copyright laws as they pertain to technology; • adhere to the Miami-Dade County Public Schools' Acceptable Use Policy; and • identify appropriate sources of information.	A. Students will select the most efficient and credible reference source to find information on a given topic. B. After reading and discussing Miami-Dade County Public Schools' Acceptable Use Policy, students will exhibit appropriate behavior when participating in telecommunications activities.