

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. 4. Delineate and make necessary adjustments regarding compatibility issues including digital file formats and cross platform connectivity. 	<ol style="list-style-type: none"> A. Demonstrate proper care and operation of equipment. B. Create, save and retrieve files, directories, and folders.
<p>II Technology Tools</p>	<ol style="list-style-type: none"> 1. Use an integrated software package, e.g., <ul style="list-style-type: none"> • word processing • database • spreadsheet 2. Select and use appropriate desktop publishing features, e.g., <ul style="list-style-type: none"> • fonts • styles • sizes • multi-columns • graphics • headings/subheadings • scanned images 2. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. 3. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. 4. Use visual organizers to design solutions such as storyboards, flowcharts, or schematic drawings. 5. Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information. 	<ol style="list-style-type: none"> A. Create a document integrating a word processed document with a database, spreadsheet, and/or graphic. B. Import information from a variety of sources, ie., text from a word processor, photo/graphics, spreadsheet chart, and incorporate into a desktop published document. C. Use appropriate multimedia software to create collaborative presentations on specific topics. Such as: <ul style="list-style-type: none"> • comparative study of writing styles of British and American authors, or • a study of women in history.

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<p>III Technology Communication Tools</p>	<ol style="list-style-type: none"> 1. Use local area networks and wide area networks including the Internet and intranet, in research and resource sharing. 2. Construct appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies. 3. Select and use appropriate study and research skills and tools according to the type of information begin gathered or organized, including almanacs, government publications, microfiche, news sources, and information services. 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. Given a particular subject to investigate, use online and off-line resources as a research tool, e.g., <ul style="list-style-type: none"> • how different cultures have benefitted from a specific invention. B. Participate in online collaborative projects with other students around the country and/or world.
<p>IV Social, Ethical, and Human Issues</p>	<ol style="list-style-type: none"> 1. Recognize and model ethical acquisition and use of digital information regarding: <ul style="list-style-type: none"> • proper etiquette • Acceptable Use Policy • copyright laws/issues • piracy • censorship • unauthorized access 2. Adhere to Miami-Dade County Public Schools' <i>Acceptable Use Policy</i>. 3. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. 	<ol style="list-style-type: none"> A. Read, discuss and practice the tenets of the Miami-Dade County Public Schools' <i>Acceptable Use Policy</i>. B. Develop a position paper on the ethical use of technology in our society, citing a minimum of four online or offline resources. C. Find examples of advertisements in the media where technology is used to bend reality or create fantasy. Create a multimedia presentation exploring the inaccuracies.