

INSTRUCTIONAL TECHNOLOGY GRADE 10

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. 	<p>A. Given a specific assignment, use appropriate technology to complete the task. Such as:</p> <ul style="list-style-type: none"> • use computer models to describe two and three dimensional shapes and their connections to the real world, or • use a scanner or digital camera to import a picture into a report.
<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 technology tools and resources for managing and communicating personal/professional information, by suing: <ul style="list-style-type: none"> • a word processing program to perform basic text formatting; implementing user preferred settings; • a desktop publishing program; and • a spreadsheet program to manage finances and purchases. 2. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. Such as: <ul style="list-style-type: none"> • use a <i>database</i> file to sort, search, and produce a report; • create <i>spreadsheets</i> and generate appropriate graphs; and • use a variety of applications to integrate and manipulate an illustration. 3. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. 4. Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information. 	<p>A. Use appropriate application software to prepare a research document that includes illustrations, statistical reports, and charts/ graphs to study real world problems. Such as:</p> <ul style="list-style-type: none"> • environmental ecosystems affected by pollution, or overpopulation. <p>B. Use desktop publishing and graphics/paint software to create a document that includes text and graphics.</p> <p>C. Use appropriate multimedia software to create collaborative presentations on specific topics. Such as:</p> <ul style="list-style-type: none"> • harmful effects of substance abuse, or • a study of the Holocaust.

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<p>III Technology Communication Tools</p>	<p>1. Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. Such as:</p> <ul style="list-style-type: none"> • send and receive individual and/or group email messages; • initiate a search; retrieve, download, compile, and summarize information on a specific topic from the Internet; and • use a variety of online and offline resources to locate information. 	<p>A. Use online resources to communicate with expert sources to determine:</p> <ul style="list-style-type: none"> • environmental concerns in their communities, or • the earth's physical changes and how it affects the weather. <p>B. Research a particular subject to using online and offline resources. Such as:</p> <ul style="list-style-type: none"> • a comparison of U.S. physical health and educational opportunities with those of other countries.
<p>IV Social, Ethical, and Human Issues</p>	<p>1. Identify capabilities and limitations of contemporary and emerging technology resources, then assess the potential of these systems and services to address personal, life-long learning and workplace needs. Include:</p> <ul style="list-style-type: none"> • explore various online Acceptable Use Policies; • adhere to the Miami-Dade County Public Schools' <i>Acceptable Use Policy</i>; and • adhere to all copyright laws as they pertain to software use. <p>2. Demonstrate legal and ethical behaviors among peers, family, and community regarding the use of technology and information.</p>	<p>A. Identify in writing the global economic effects of copyright infringement and piracy.</p> <p>B. Working in collaborative groups, the students will develop a list of consequences associated with unauthorized access of information.</p> <p>C. Read, discuss, and practice the tenets of the Miami-Dade County Public Schools' <i>Acceptable Use Policy</i>.</p>