

INSTRUCTIONAL TECHNOLOGY GRADE 11

COMPONENT	OBJECTIVES	COMPETENCY
I Basic Operations and Concepts	 Make informed choices among technology systems, resources, and services 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. 	 A. Generate a concept map about an invention. Use appropriate technology to research and contribute digitized material to a class archive. Such as: video interviews; scanned pictures, text; and graphic information.
 II Technology Tools Productivity Research Problem-solving Decision-making 	 Use technology tools and resources for managing and communicating personal/professional information by using: 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. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. Such as: use a database file to sort, search, and produce a report; create spreadsheets and generate appropriate graphs; and use a variety of applications to integrate and manipulate an illustration. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information. 	 A. Use appropriate application software to prepare a research document that includes illustrations, statistical reports, and charts/ graphs. B. Use appropriate multimedia software to create a presentation on a specific topic. Such as: the solar system; biography of an African American historical figure; a foreign city or country; or a local concern that needs addressing. C. Use appropriate multimedia software to create collaborative presentations on specific topics. Such as: comparative study of writing styles of British and American authors, or a study of women in history.



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III Technology Communication Tools	 Routinely and efficiently use online information resources to meet needs for collaboration, research, publications, communications, and productivity. Such as: 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; use a variety of online and offline resources to locate information; and use electronic mentors to explore topics in an interactive format. 	 A. Use online resources to communicate with expert sources and subject matter specialists from other schools, universities, businesses, or governments. B. Given a particular subject to investigate, use online and offline resources to research: information on the newest elements added to the Periodic Table, or the life and times of a famous author.
IV Social, Ethical, and Human Issues	 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: explore various online Acceptable Use Policies; adhere to the Miami-Dade County Public Schools' Acceptable Use Policy; and adhere to all copyright laws as they pertain to software use. Demonstrate and advocate legal and ethical behaviors among peers, family, and community regarding the use of technology and information. 	 A. Participate in an online discussion of the First Amendment Rights of American citizens with students from various geographic locations. B. Participate in a discussion concerning First Amendment Rights and censorship issues. C. Read, discuss and practice the tenets of the Miami-Dade County Public Schools' Acceptable Use Policy.