

COMPONENT	OBJECTIVES	COMPETENCY
<p>I Basic Operations and Concepts</p> <p>II Technology Tools</p> <ul style="list-style-type: none"> <li>• Productivity</li> <li>• Research</li> <li>• Problem-solving</li> <li>• Decision-making</li> </ul>	<ol style="list-style-type: none"> <li>1. Demonstrate an understanding of concepts underlying hardware, software, and connectivity by using :               <ul style="list-style-type: none"> <li>• appropriate technology for each subject area;</li> <li>• a variety of input devices;</li> <li>• output devices appropriately;</li> <li>• storage devices appropriately;</li> <li>• files from a variety of sources; and</li> <li>• a variety of software programs.</li> </ul> </li> <li>2. Apply strategies for identifying and solving routine hardware and software problems that occur during every day use.</li> </ol> <ol style="list-style-type: none"> <li>1. Use technology tools and resources for managing and communicating personal/professional information, by using:               <ul style="list-style-type: none"> <li>• a word processing program to perform basic text formatting; implementing user preferred settings;</li> <li>• a desktop publishing program; and</li> <li>• a spreadsheet program to manage finances and purchases.</li> </ul> </li> <li>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"> <li>• use a <i>database</i> file to sort, search, and produce a report;</li> <li>• create <i>spreadsheets</i> and generate appropriate graphs; and</li> <li>• use a variety of applications to integrate and manipulate an illustration.</li> </ul> </li> <li>3. Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</li> </ol>	<p>A. Given a specific assignment, use appropriate technology to complete the task. Such as:</p> <ul style="list-style-type: none"> <li>• perform basic operations with real numbers using a calculator and manipulatives, and</li> <li>• apply scientific investigative skills to design and carry out experiments using computers, probes, and other technology tools.</li> </ul> <p>A. Use appropriate application software to prepare a research document that includes illustrations, statistical reports, and charts/graphs to study a real world application. Such as:</p> <ul style="list-style-type: none"> <li>• create a business, including a financial plan, budget, and cash flow projections.</li> </ul> <p>B. Use appropriate software to create a document that includes text and graphics. Such as:</p> <ul style="list-style-type: none"> <li>• a trifold brochure;</li> <li>• a newsletter; and/or</li> <li>• a booklet.</li> </ul> <p>C. Use appropriate multimedia software to create and present a research project on a topic of the student's choice.</p>

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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"> <li>• send and receive individual and/or group email messages;</li> <li>• initiate a search; retrieve, download, compile, and summarize information on a specific topic from the Internet; and</li> <li>• use a variety of online and offline resources to locate information.</li> </ul>	<p>A. Through the Internet present a problem to students in several geographical locations, then share the proposed solutions electronically.</p> <p>B. Use online and offline resources as a research tool to gather information to compare and contrast cooking techniques and recipes in various regions of the United States or the world.</p>
<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"> <li>• explore various online Acceptable Use Policies;</li> <li>• adhere to the Miami-Dade County Public Schools' <i>Acceptable Use Policy</i>; and</li> <li>• adhere to all copyright laws as they pertain to software use.</li> </ul>	<p>A. Students will conduct an online search for Acceptable Use Policies of the various websites.</p> <p>B. Students will conduct an online search for information pertaining to the copyright laws of the United States.</p> <p>C. Students will participate in a discussion about the economics of buying or selling software. Include:</p> <ul style="list-style-type: none"> <li>• procedures for selling software for profit;</li> <li>• the act of piracy as an illegal use of software;</li> <li>• the consequences for illegal uses of software;</li> <li>• read, discuss, and practice the tenets of the Miami-Dade County Public Schools' <i>Acceptable Use Policy</i>.</li> </ul>