Basic Operations and Concepts	Social, Ethical and Human Issues	Technology as a Tool for Productivity					Technology as a Tool for Communications	Technology as a Tool for Research	Technology as a Tool for Problem Solving and Decision-Making
Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology	Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software.	Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.					Students use technology to communicate, to collaborate, publish, and interact with peers, experts, and other audiences. Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.	Students use technology to locate, evaluate, and collect information from a variety of sources. Students use technology tools to process data and report results. Students evaluate and select new information resources and technological innovations based on the appropriateness to specific tasks.	Students use technology resources for solving problems and making informed decisions. Students employ technology in the development of strategies for solving problems in the real world.
		Word Processing	Draw & Paint	Database	Spreadsheet	Keyboarding			
Describe the influence of technology on life in the United States through a comparative study of historical events in the United States.

Use technology terminology appropriate to task.

Identify and describe characteristics of digital input, processing and output

Demonstrate knowledge and appropriate use of hardware components, software programs, and their connections | Recognize copyright symbols on electronic and written work (video).

Recognize and respect basic copyright laws.

Recognize that duplication of copyright materials is illegal without permission. Recognize terms: virus, virus protection, piracy, and security.

Demonstrate responsible netiquette and Internet behavior: use language that does not include profanity, socially sensitive remarks | Use a word processing program to create & move text.

Do a weekly writing project on the owrld processor.

Use columns and sections effectively.

Prepare a class newsletter which incorporates formatting and design elements such as different font sizes and styles, multiple frames of text, and graphics.

Work with more than one software application.

Import, position and manipulate relevant graphics into a word processing document. | Use software with audio, video, and graphics to enhance learning experiences. (Claris slideshow, HyperStudio, KidPix Slideshow, PowerPoint, etc.)

Use design principles (fonts, color, white space, graphics) that are appropriate for defined audiences and for the communication media being used. (screen, printed material, etc.)

Import, resize, crop, change the colors, cut, copy, paste, erase and paint over graphics and pictures.

Use software features such as slideshow previews to evaluate final product. | Browse records by scrolling through a simple template record data in a predefined database.

Answer questions using a prepared database. | Create a simple spreadsheet.

Identify intended use, specify data organization, determine columns and rows, set cell attributes (formulas), enter and edit data

Insert column or row, delete column or row, use fill down/across, save updated spreadsheet.

Sort data, create appropriate type of chart/graphs, print spreadsheet.

Create word games. | Use proper keyboarding techniques such as hand and body position and smooth and rhythmic keystroke patterns.

Use touch keyboarding techniques (alphabetic, numeric, punctuation, symbols).

Demonstrate appropriate speeed on short, timed exercises (suggested speed 10-15 wpm).

Demonstrate proper keyboarding techniques for keying numbers on keypad. | Publish information in a variety of media: printed copy, monitor display, Internet documents (web pages), and video.

Use communication tools to participate in group projects. (e-mail, video conferencing, etc.)

Participate with electronic communities as a learner, initiator, or contributor.

Deliver product electronically in a variety of media.

Use presentation software to communicate with a specific audience.

Format digital information for appropriate and effective communication.

produce video broadcast. | Use a variety of appropriate search strategies to acquire information from electronic resources.

Use appropriate electronic search strategies (including keyword and Boolean search strategies)

Use appropriate search strategies to navigate and access information on LANs, WANs, and the Internet.

With appropriate supervision, acquire information in a variety of formats. (text, audio, video etc.) from a variety of sources: text, on-line, CD-ROM, interviews.

Introduce electronic note taking. | Evaluate acquired electronic information.

Apply critical analysis to resolve information conflicts and validate information.

Determine the success of strategies used to acquire electronic information. (Multimedia grading rubric).

Determine usefulness and appropriateness of digital information. (Criteria for evaluating Internet sources.)

Create technology assessment tools to monitor the progress of a project, such as checklists, timelines, or rubrics. |

As a whole group organize a set of data into a database.