Unit: Nature, Concepts and Systems (Systems Thinking Interactions and Design)

Indicator 1: Students understand the history and progression of technology in relations to the development and design of future technology.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Analysis	1.NC.1.1: Distinguish between the natural and human-made world	I can distinguish between the natural and the human-made worlds: forest vs. city skyline		
Comprehension	1.NC.1.2: Describe how people use tools	I can describe how people use tools: builders-hammers Farmers-tractors Clerks-cash register		

Indicator 2: Students analyze the parts of a technological system in terms of input, process, output, and feedback.

Knowledge	1.NC.2.1: Identify common systems in school and home.	I can identify system components: Making chocolate chip cookies Input–chocolate chips, flour, eggs etc. Process–stirring, heat of oven etc Output–cookies Feedback–burnt? Gooey?		

Indicator 3: Students analyze the relationships and the connection between technologies in different fields of study and how they apply to communities

Comprehension	1.NC.3.1: Illustrate technologies used at school and home.	I can illustrate technologies used at school– computers, digital cameras, DVD players, pencil sharpeners Home–TV, DVD player, microwave	*relates to Math: 1.S.1.1 & 2.S.1.2 SS: 1.US.1.1	
Indicator 4: Students understand the purpose and demonstrate the use of the design process in problem solving.				
Application	1.NC.4.1: Use a simplified version of the design process to solve problems.	I can identify a problem. I can gather information to solve a problem. I can identify a solution to a problem.	Problem – Can't log in Gather Info – Incorrect password Identify a solution – Re-enter password correctly	

Unit: Social Interaction

Indicator 1: Students understand the safe, ethical, legal and societal issues related to technology.

knowledge	1.SI.1.1: Identify ownership rights of student–created work	I can identify ownership rights of student–created work: student projects		
Knowledge	1.SI.1.2: Identify appropriate and safe technology behaviors	I can identify safe technology behaviors: do not give your name, address, phone number online. Passwords help protect your privacy of information		

		I can describe how using a password helps protect the privacy of information		
Indicator 2: Students investigate the advantages and disadvantages of technology.				
Knowledge	1.SI.2.1: List advantages of tools/technology at home and at school.	I can list advantages of tools/technology at home and at school: Home–Microwave oven School– overhead projectors		

Unit: Information and Communication Tools

Indictor 1: Students recognize and demonstrate skills in operating technological systems

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments

Application	1.CT.1.1: Use basic file management commands	I can use basic file management commands – new, open, save, print		
Application	1.CT.1.2: Use letters, numbers, and special keys on the keyboard	I can use letters, numbers, and special keys on the keyboard – shift, return/enter, backspace/delete, caps lock, control, alt, arrows. I can operate a mouse, keyboard and monitor I can recognize the differences between files and folders		
Indicator 2: Students use technology to enhance learning, e tend capability and promote creativity.				
		✓ I can use a directed variety of media and technology resources to create a product.–software, inter-active white boards ✓ I can identify a hardware/software problem		
Indicator 3: Students evaluate and select information tools based on the appropriateness to specific tasks.				
Knowledge	1.CT.3.1: Describe five technology tools and their uses	I can describe five technology tools and their uses. – Internet, DVD player, projector, cell phone, pagers		

Unit: Information and Communication Processes

Indicator 1: Students understand the purpose of information technologies to communicate with a variety of collaborators.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
✓ Participate with others when using technology tools to convey ideas or illustrate simple concepts.				

Indicator 2: Students exchange information and ideas for an identified purpose through information technologies.

| Knowledge | 1.CP.2.1: Identify alternative devices or methods for communicating ideas | I can identify two information technologies used for communicating ideas: telephone or computer.

I can identify two alternative devices or methods for communicating an idea

I can with assistance use a variety of technologies to communicate ideas – cell phone or e-mail, VCR or DVD, call mom and tell her that I am at home | | |

Unit: Information Literacy and Decision Making

Indicator 1: Students use technology to locate and acquire information.

Blooms Level	Standard:	Learning Target(s)	Content/Skills	Assessments
Knowledge	1.IL.1.1: Identify where information can be found.	I can identify where information can be found – classroom, library, Internet I can look up information from a source		

Indicator 2: Students determine the reliability and relevancy of information

		✓ I can distinguish between fact and opinion – real and point of view		