

**New Jersey Core Curriculum Content Standards
for
Technological Literacy**

INTRODUCTION

The Vision

Technology, any modification of the natural world designed by human beings to solve human problems, enhance human life, or extend human capability, was identified as an essential workplace competency by the Secretary’s Commission on Achieving Necessary Skills (SCANS) report in 1992. SCANS stated that students should be able to select equipment and tools, apply technology to specific tasks, and maintain and troubleshoot equipment. The Department of Education recognized its importance by including technology in the original cross-content workplace readiness standards. In keeping with today’s technological society, technological literacy has been further emphasized by its inclusion as a separate standards area which focuses on both computer literacy and technology education.

[Information, systems, and technology as defined in the SCANS report are evolving at an amazing rate, with both frequent advancements of existing technologies and the creation of new technologies. All students must understand and be comfortable with use of computers to process information, select equipment and tools, apply the technology to specific tasks, trouble shoot the equipment, analyze the systems, and design new strategies and equipment to improve the system. All students need to be able to use basic computer skills in the application of software packages to school, home and employment situations. By introducing systems, learners understand social, organizational, and technological systems so people can monitor and correct performance. The understanding gleaned is used to design or improve the system. The understanding of technology design and systems helps learners to function in today’s complex society, and become informed and productive adults of tomorrow.]

Technology is evolving at an amazing rate, with both frequent advancements of existing technology and the creation of new technologies. All students must understand and be comfortable with the concepts and application of technology, not only in order to function in today’s complex society, but also to become informed and productive adults of tomorrow.

Computer and Information Literacy [Technology]

Computer and information literacy [technology], which supports skills in information-gathering, information-organizing, and problem solving, has become critical for every student whether college- or workplace-bound. Colleges and employers are now demanding that students and employees possess a broad range of computer proficiencies. More and more retail purchasing is being done on-line every year, and all but the most menial of positions now require a significant understanding of computer literacy. To ensure that students are computer literate, a separate standard that defines rigorous, in-depth learning has been included. **The computer and information literacy standard is designed to be integrated and applied in all of the content areas of the Core Curriculum Content Standards.**

Technology Education (Engineering and Technological Design)

The **technology education** standard was developed to ensure the literacy needed by all students to succeed in a highly technological world. Business and industry has clearly stated the need for technological skills in the workplace of the 21st Century.

This standard is based on the *Standards for Technological Literacy (STL): Content for the Study of Technology (ITEA, 2000)*, developed as part of the National Science Foundation (NSF)/National Aeronautics and Space Administration (NASA) funded by the *Technology for All Americans (TfAA)* project.

A study by DeKlerk has found that students form negative attitudes about the technological world if there are no formal technological experiences during the early school years. This finding is a great concern to New Jersey business and industry. Other cognitive research suggests that "design-based learning" is important. Early studies with design and technology (engineering) curriculum indicate that students who learn important technological concepts develop positive attitudes about technology, math, science and learning in general. For these reasons, an introduction to technology education, including engineering and technological design, is an essential component of a thorough and efficient K-12 education.

Standards and Strands

There are two technological literacy standards, each of which has a number of lettered strands. The standards and strands include:

8.1 Computer and Information Literacy

A. Basic Computer Tools and Skills

- Keyboarding
- Word processing
- Internet usage
- Spreadsheets
- Database concepts and usage
- Publications and presentations

B. Application of Productivity Tools

- Social Aspects
- Information Access and Research
- Problem Solving

8.2 Technology Education (Engineering and Technological Design)

A. Nature and Impact of Technology

- B. Design Process and Impact Assessment
- C. Systems in the Designed World

References

American Library Association and Association for Educational Communications and Technology. (1998) Information Literacy Standards for Student Learning. Online: http://www.ala.org/aaslTemplate.cfm?Section=Information_Power&Template=/ContentManagement/ContentDisplay.cfm&ContentID=19937.

Arizona Department of Education. (2000). Technology Education Standards. Online: <http://ade.state.az.us/standards/technology>.

International Society for Technology in Education. (1998). National Educational Technology Standards for Students. Eugene, OR.

National Standards for Business Education. (2001). Content for Information Technology. Online: <http://www.nbea.org/curriculum/bes.html>.

International Society for Technology in Education. (2000). Standards for Technological Literacy (STL): Content for the Study of Technology. Online: www.iteawww.org.

**STANDARD 8.1 (COMPUTER AND INFORMATION LITERACY [TECHNOLOGY])
ALL STUDENTS WILL USE [TECHNOLOGY SKILLS AND TOOLS] COMPUTER
APPLICATIONS TO GATHER AND ORGANIZE INFORMATION AND TO SOLVE
PROBLEMS.**

Descriptive Statement: [Students will conduct research, solve problems, improve learning, achieve goals, and produce products and presentations in conjunction with standards in all content areas, including career education and life skills standards, using computer applications.] Students will use technology tools and applications to conduct research, solve problems, improve learning, and produce products and presentations in conjunction with standards in all areas. They will also develop, locate, summarize, organize, synthesize, and evaluate information for lifelong learning.

Cumulative Progress Indicators

By the end of Grade 4, students will:

A. Basic Computer Skills and Tools

1. Use basic technology vocabulary.
2. Input and access text and data using proper keyboarding techniques.
3. Produce a simple finished document using word processing software.
4. Produce and interpret a simple graph or chart by entering and editing data on a prepared spreadsheet template.
5. Create and present an electronic presentation using appropriate software.
6. Create and maintain files and folders.

B. Application of Productivity Tools

Social Aspects

1. Discuss common uses of computer applications and identify their advantages and disadvantages.
2. Recognize and practice responsible social and ethical behaviors when using technology and information, and understand the consequences of inappropriate use.
 - Internet access
 - Software copyrights
 - Print and non-print copyrights
 - Library resources
 - Personal security and safety issues
3. Practice appropriate Internet etiquette.
4. Recognize the ethical implications of plagiarism of print, non-print and software copyrights.

Information Access and Research

5. Recognize the need for accessing and using information.

6. Identify and use simple web browsers, search engines, and directories to obtain information to solve real world problems.
7. Locate specific information by searching a database.
8. Recognize accuracy and/or bias of information.

Problem Solving and Decision Making

9. Solve problems individually and/or collaboratively using computer applications.
10. Identify basic hardware problems.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 8, students will:

A. Basic Computer Skills and Tools

1. [Create and maintain files and folders.]
2. Develop the ability to use touch keyboarding without observing hands or keyboard.
3. Input and access data and text efficiently and accurately through proficient use of the keyboard and mouse.
4. [Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrate the ability to format, edit, print, and perform back-up procedures.]
5. [Design a word processing document containing graphics.] Create documents with advanced text-formatting and graphics using word processing.
6. Create a file containing customized information by merging documents.
7. Construct a simple spreadsheet, enter data, and interpret the information.
8. Design and produce a basic multimedia project [or web page using multiple digital sources].
9. Plan and create a simple database, define fields, input data, and produce a report using sort and query.
10. Use network resources for storing and retrieving data.

B. Application of Productivity Tools

Social Aspects

1. Demonstrate an understanding of changes in computer applications and the impact upon the workplace and society.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Explain the purpose of an Acceptable Use Policy and the consequences of inappropriate use of technology.
4. Describe and practice safe Internet usage.
5. Describe and practice “netiquette” when using the Internet and electronic mail.

Information Access and Research

6. Choose appropriate tools and information resources [including] to support research and solve real world problems, including;
 - On-line resources and databases
 - Search engines

7. Evaluate the accuracy, relevance, and appropriateness of print and non-print electronic information sources.

Problem Solving and Decision Making

8. Use computer applications to modify information independently and/or collaboratively to solve problems.
9. Identify basic hardware problems.
10. Determine when technology tools are appropriate to solve a problem and make a decision.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students will:

A. Basic Computer Skills and Tools

1. Create a multi-page document with citations using word processing software in conjunction with other tools that demonstrates the ability to format, edit, and print.
2. Construct a spreadsheet, enter data, use mathematical functions to manipulate and process data, generate charts and graphs, and interpret the results.
3. Plan and create a relational database, define fields, input data from multiple records, produce a report using sort and query, and interpret the data.
4. Produce a multimedia project using text, graphics, moving images, and sound.
5. Produce and edit page layouts in different formats using desktop publishing and graphics software.
6. Develop a document or file for inclusion into a website or web page.
7. Discuss and/or demonstrate the capability of emerging technologies and software in the creation of documents.
8. Create documents using professional format including a resume and a business letter.
9. Merge information from one document to another.

B. Application of Productivity Tools

Social Aspects

1. Evaluate the potential and implications of contemporary and emerging computer applications for personal, social, lifelong learning, and workplace needs.
2. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse.
3. Make informed choices among technology systems, resources and services in a variety of contexts.
4. Demonstrate sensitivity in communicating with diverse audiences using computer and information literacy.

Information Access and Research

5. Select and use specialized databases for advanced research and solve real world problems.
6. Integrate new information into existing knowledge base and communicate the results in a project or presentation.
7. Identify new technologies, and other organizational tools to use in personal, home, and/or work environments for information retrieval, entry, and presentation.

8. Evaluate the accuracy, relevance, and appropriateness of electronic information sources.
9. Compose, send, and organize e-mail messages with or without attachments.

Problem-Solving and Decision Making

10. Create and manipulate information independently and/or collaboratively to solve problems, to design and to develop products.
11. Evaluate and correct non-functioning technology systems necessary to accomplish required tasks.
12. Identify a problem in a content area and formulate a strategy to solve the problem using brainstorming, flowcharting, and appropriate resources.
13. Integrate new information into existing knowledge base and communicate the results in a project or presentation.

STANDARD 8.2 (TECHNOLOGY EDUCATION - ENGINEERING AND TECHNOLOGICAL DESIGN) ALL STUDENTS WILL DEVELOP AN UNDERSTANDING OF THE NATURE AND IMPACT OF TECHNOLOGY, ENGINEERING, TECHNOLOGICAL DESIGN, AND THE DESIGNED WORLD AS THEY RELATE TO THE INDIVIDUAL, SOCIETY, AND THE ENVIRONMENT.
--

Descriptive Statement: The following indicators are based on the Standards for Technological Literacy (STL, 2000) and support the National Academy of Engineering (2002) call for students to gain technological literacy. Students will be expected to understand the various facets of technology and the design process. They will analyze and evaluate design options and then apply the design process to solve problems. A systems perspective is employed to emphasize the interconnectedness of all knowledge and the impact of technology and technological change. Students will be expected to use technology as it applies to physical systems, biological systems, and information and communication systems. The intent at the elementary and middle school levels is that all students develop technological literacy and be prepared for the option of further study in the field of engineering and technological design at the high school level. The foundation for technology education is found in the science standards, particularly standards 5.2 – 5.4.

Cumulative Progress Indicators

By the end of Grade 8, students will:

A. Nature and Impact of Technology

1. Describe the nature of technology and the consequences of technological activity.
2. Describe how components of a technological product, system, or environment interact.
3. Describe how one technological innovation can be applied to solve another human problem to enhance human life or extend human capability.
4. Describe how technological activity has an affect on economic development, political actions, and cultural change.
5. Explain the societal and cultural effects of an exponential increase of information and knowledge.

B. Design Process and Impact Assessment

1. Demonstrate and explain how the design process is not linear.
2. Analyze products and systems to determine how the design process was applied to create the solution using hands-on activities.
3. Identify a technological problem and use the design process to create an appropriate solution.
4. Describe how variations in resources can affect solutions to a technological problem.
5. Select and use appropriate tools and materials safely in analyzing, designing, modeling or making a technological product, system or environment.

C. Systems in the Designed World

1. Explain technological advances in medical, agricultural, energy and power, information and communication, transportation, manufacturing, and construction technologies.
2. Explain reasons why human-designed systems, products, and environments need to be monitored, maintained, and improved to ensure safety, quality, cost efficiency, and sustainability.
3. Explain the functions and interdependence of subsystems such as waste disposal, water purification, electrical, structural, safety, climatic control and communication.

Building upon knowledge and skills gained in preceding grades, by the end of Grade 12, students electing courses in technology education may:

A. Nature and Impact of Technology

1. Discuss the full costs and benefits and trade-offs and risks related to the use of technologies using appropriate data.
2. Explain how technological development is affected by competition through a variety of management activities associated with planning, organizing and controlling the enterprise.
3. Provide various examples of how technological developments have shaped human history.

B. Design Process and Impact Assessment

1. Analyze a given technological product, system, or environment to understand how the engineering design process and design specification limitations influenced the final solution.
2. Evaluate the function, value, and appearance of technological products, systems, and environments from the perspective of the user and the producer.
3. Develop methods for creating possible solutions, modeling and testing solutions, and modifying proposed design in the solution of a technological problem using hands-on activities.
4. Use a computer assisted design (CAD) system in the development of an appropriate design solution.
5. Diagnose a malfunctioning product and system using appropriate critical thinking methods.
6. Create a technological product, system, or environment using given design specifications and constraints by applying design and engineering principles.

C. Systems in the Designed World

1. Explain the life cycle of a product, from initial design to reuse, recycling, remanufacture, or final disposal, and its relationship to people, society, and the environment, including conservation and sustainability principles.
2. Analyze the factors that influence design of products, systems, and environments.
3. Compare and contrast the effectiveness of various products, systems, and environments associated with technological activities in energy, transportation, manufacturing, and information and communication.