

DRAFT

ARIZONA ADULT EDUCATION

TECHNOLOGY CONTENT AND PERFORMANCE STANDARDS INCORPORATING SAMPLE ACTIVITIES

Vision

Extraordinary Adult Education provides opportunities for anytime, anywhere lifelong learning through state-of-the art technology-assisted instruction, which keeps our workforce globally competitive and enhances community, family, and personal growth.

- *GOAL I-Adult learners will have equal access to and opportunity for technology-related skill development.*
- *GOAL II-Adult Education instructors will be competent, trained in, and have access to state-of-the-art technology to enhance their professional development and instructional abilities.*

Standard: The adult learner will develop technology skills and apply related concepts toward the achievement of personal, family, workplace, and community goals.

Definitions of performance levels:	Beginning Exhibit familiarity with basic technology terms and usage after some instruction.	Approaching Perform operations using technology and create products with assistance.	Met Use technology and create products with little or no assistance.	Exceeds Demonstrate technology skills above those of most users: create products independently, research new concepts, and assist other users.
---	---	--	--	--

NOTE: The sample activities can be applied to one or more of the AED curricular areas.

Indicator A. Social, Ethical, and Human Issues:

Students understand the social, ethical, and human issues related to using technology in their daily lives and demonstrate responsible use of technology systems, information, and software.

(NOTE: The social, ethical and human issues are inherent in all of the indicators and disciplines and should be addressed in conjunction with all instruction.)

<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>1. Discuss and practice responsible use of technology and demonstrate respect for others.</p>	<ul style="list-style-type: none"> ▪ Do not bring food, beverages, or objects that are potentially harmful near the equipment. ▪ Recognize that damaging school equipment is destruction of public property. ▪ Leave technology the way it was found. 	<ul style="list-style-type: none"> ▪ Practice proper care of software (e.g., memory/storage devices). ▪ Describe and practice safe Internet usage (e.g., do not post inappropriate or harmful material, do not reveal personal information). ▪ Describe and practice legal and ethical behaviors when using technology (e.g., do not copy, alter, delete, or move others' work). 	<ul style="list-style-type: none"> ▪ Describe and practice "netiquette" when using the Internet and e-mail (e.g., publish photographs of people only with their permission). <ul style="list-style-type: none"> ○ Follow the rules for deciding when permission is needed for using the work of others ○ Adhere to copyright laws and "fair use" guidelines. ▪ Routinely and ethically conduct research using productivity tools and communication tools to solve a problem. 	<ul style="list-style-type: none"> ▪ Explain personal liability issues related to security systems to protect technologies (e.g., use of passwords and the importance of protecting them). ▪ Discuss the negative impact of unauthorized intrusions into networked data and describe actions to prevent these intrusions (e.g., hacking, spamming, manipulating, or deleting data).

Sub-Indicator	Beginning	Approaching	Met	Exceeds
<p>1. (Continued) Discuss and practice responsible use of technology and demonstrate respect for others.</p>	<p>SAMPLE ACTIVITIES- <i>Students establish classroom rules for safe and proper use of equipment and materials, e.g., do not bring food, beverages, or objects that are potentially harmful near the equipment.</i></p> <p><i>AED curriculum-ESOL, science, social studies, writing.</i></p>	<ul style="list-style-type: none"> ▪ Understand the consequences of plagiarism, such as: <ul style="list-style-type: none"> ○ Loss of grade/class credit ○ Expulsion ○ Loss of public credibility ○ Loss of job ○ Legal action such as fines, and/or imprisonment ▪ Shut down programs and equipment properly. ▪ Discuss the advantages and disadvantages of widespread uses of and reliance on technology in the workplace and in society as a whole. <p>SAMPLE ACTIVITIES- <i>1. Students type up classroom rules using appropriate equipment and display them.</i> <i>2. Students generate discussion on the advantages and disadvantages of widespread uses of and reliance on technology in the family, workplace, and community.</i></p>	<ul style="list-style-type: none"> ▪ Avoid plagiarism by: <ul style="list-style-type: none"> ○ Paraphrasing ○ Properly citing sources ○ Quoting ▪ Obtain permission to use the work of others. ▪ Do not download unauthorized files or programs. ▪ Recognize that piracy of copyrighted material is illegal. ▪ Describe computer viruses and ways to protect computers or any other technology from them. <p>SAMPLE ACTIVITIES- <i>1. Students type up examples of good and bad netiquette and post them in the classroom.</i> <i>2. Students generate discussion on the implications of plagiarism using current events.</i></p>	<ul style="list-style-type: none"> ▪ Cite electronic research sources following a prescribed format. ▪ Advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. <p>SAMPLE ACTIVITIES- <i>1. Students conduct research and discuss personal and workplace implications of improper applications of technology (e.g., how to avoid viruses, prevent hacking, piracy, spamming, and reasons for password protection).</i> <i>2. Students practice proper citation techniques (e.g., bibliography, reference lists, footnotes, end notes, in-text citation).</i></p>

Indicator B. Fundamental Operations and Concepts				
Students demonstrate a sound understanding of the nature and operation of technology systems and are proficient in their use.				
<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>NOTE: All vocabulary terms are defined in the glossary.</p> <p>1. Communicate about basic technology components using appropriate and correct vocabulary related to external and internal computer or other technology operations.</p>	<p>Use correct vocabulary, including:</p> <ul style="list-style-type: none"> ▪ Backspace ▪ Caps lock/Shift keys ▪ CD ROM ▪ CPU ▪ Cursor ▪ Delete ▪ Desktop ▪ Directional keys ▪ Disk drive ▪ Enter/Return key ▪ Hard drive ▪ Hardware ▪ Icon ▪ Keyboard ▪ Menu ▪ Monitor ▪ Mouse ▪ Open/Close ▪ Print ▪ Printer ▪ Save ▪ Save as ▪ Software ▪ Space bar ▪ Toolbar ▪ Word processing ▪ <p><i>Identify and make labels for the various parts of the computer and attach them for practice.</i></p>	<p>Use correct vocabulary, including:</p> <ul style="list-style-type: none"> ▪ Copy/cut and paste ▪ Dialog box ▪ Download ▪ E-mail ▪ File ▪ Folder ▪ Font ▪ Help button ▪ Internet ▪ Minimize/Maximize ▪ Peripherals ▪ Pull-down menu ▪ Scroll bar ▪ Spell/Grammar check ▪ Undo/Redo ▪ Virus ▪ Windows ▪ Zip (compression) <p>SAMPLE ACTIVITIES- <i>Students develop their own vocabulary lists and share it with classmates.</i></p>	<p>Use correct vocabulary including:</p> <ul style="list-style-type: none"> ▪ Application ▪ Boolean logic ▪ Browser ▪ Formatting ▪ Function keys ▪ Header/Footer ▪ Hyperlink (link) ▪ ISP ▪ Modem ▪ Operating system ▪ Proofreading marks ▪ RAM ▪ Search engines ▪ Surfing ▪ Thesaurus ▪ URL/http//: ▪ Web site <p>SAMPLE ACTIVITIES- <i>1. Students develop their own vocabulary lists and share it with classmates.</i> <i>2. Students go on-line to find definitions of terms used in the course.</i></p>	<p>Use correct vocabulary including:</p> <ul style="list-style-type: none"> ▪ Defragment ▪ LAN ▪ Network ▪ Remote ▪ Template ▪ Wizard <p>SAMPLE ACTIVITIES- <i>Students develop their own vocabulary lists and share it with classmates.</i></p>

<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>2. Use input devices effectively (e.g., keyboard, touch screens, glide pads, stylus, joystick, mouse).</p>	<ul style="list-style-type: none"> ▪ Recognize and use computers in everyday life (e.g., gas pumps, ATMs, grocery scanners, copy machines, airline check-in). ▪ Use alphanumeric keyboard to enter text and data. ▪ Perform specific tasks using an application that was previously launched. ▪ Perform point-and-click and scrolling operations with the mouse. <p>SAMPLE ACTIVITIES- Students identify and practice using computers in everyday life such as going on "field trips" to places that use technology (e.g., ATMs, grocery store scanner, computerized telephone menus, gas pumps, movie tickets, food stamp cards, library cards, electronic kiosks, phone cards). See C1, F1 Beginning</p>	<ul style="list-style-type: none"> ▪ Turn computer on and off safely. ▪ Log on and use password. ▪ Launch and quit applications. ▪ Use mouse to highlight and drag. <p>SAMPLE ACTIVITIES- Students demonstrate proper procedures for turning computer on and off and logging into and out of the computer.</p>	<ul style="list-style-type: none"> ▪ Use one or more shortcut keys. ▪ Use right click function of mouse. ▪ Use shift and control key to highlight multiple areas. <p>SAMPLE ACTIVITIES- 1. Students utilize the right-click function to select words underlined in red (for spelling) or green (for grammar) to identify options to correct spelling and grammar. 2. Students generate discussion as to which is the correct spelling or grammar choice as identified by the right click function (e.g., there, they're, or their).</p>	<ul style="list-style-type: none"> ▪ Use macros and function key shortcuts. ▪ Assist others with start up/shut down procedures and input devices. <p>SAMPLE ACTIVITIES- Students who are proficient in technology assist other students in computer use by using correct vocabulary and procedures.</p>

<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>3. Navigate within various applications.</p>	<ul style="list-style-type: none"> ▪ Recognize toolbar icon options of opened programs. ▪ Use directional keys, backspace, and space bar. 	<ul style="list-style-type: none"> ▪ Recognize multiple ways to perform the same operation. ▪ Open, close, minimize, and maximize various applications. ▪ Move through document using various scrolling methods. ▪ Use pull-down menus. ▪ Apply highlighting, drag-and-drop, and copy/cut and paste. <p>SAMPLE ACTIVITIES- Students alphabetize a list of words using cut and paste and/or drag and drop.</p>	<ul style="list-style-type: none"> ▪ Use right click for appropriate applications. ▪ Open multiple applications. ▪ Recognize shortcuts in pull-down menus. <p>SAMPLE ACTIVITIES- See list of class activities for lessons that will meet this indicator.</p>	<ul style="list-style-type: none"> ▪ Uses function keys as one of the optional approaches to tasks. ▪ Work with multiple applications to accomplish a single task (e.g., merge addresses, insert spreadsheets). <p>SAMPLE ACTIVITIES- See list of class activities for lessons that will meet this indicator.</p>
<p>4. Retrieve and save files to hard drive, disk, or other memory device.</p>		<ul style="list-style-type: none"> ▪ Name and save files to a specified location. ▪ Retrieve and open files. ▪ Recognize file extensions. <p>SAMPLE ACTIVITIES- Students name and save electronic files related to specific lessons.</p>	<ul style="list-style-type: none"> ▪ Find files using search function. ▪ Create and manage folders. <p>SAMPLE ACTIVITIES- Students create and organize folders related to family, community, and workplace projects.</p>	<ul style="list-style-type: none"> ▪ Archive files. ▪ Back up files. ▪ Recognize the difference between WAN and LAN.
<p>5. Print documents.</p>	<ul style="list-style-type: none"> ▪ Print using printer icon from toolbar. <p>SAMPLE ACTIVITIES- Students print a vocabulary file using the printer icon.</p>	<ul style="list-style-type: none"> ▪ Print using file menu. ▪ Print from print preview. <p>SAMPLE ACTIVITIES- Students print a vocabulary file using the print file menu or print preview.</p>	<ul style="list-style-type: none"> ▪ Print using print options. <p>SAMPLE ACTIVITIES- Students change the way the document is printed (e.g., draft, landscape v. portrait, margins) See D2 Met.</p>	<ul style="list-style-type: none"> ▪ Change default printer.

<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>6. Identify and apply strategies for solving routine hardware and software problems that occur in everyday use.</p>	<ul style="list-style-type: none"> ▪ Check to be sure computer, monitor, and printer are turned on and plugged in. ▪ Ask others for help. <p>SAMPLE ACTIVITIES- <i>Students practice making requests for help (using "clarification", "yes/no" and "wh-" questions).</i></p>	<ul style="list-style-type: none"> ▪ Check connections of computer and peripherals. ▪ Restart the computer. ▪ Use Help button and/or Help Assistant. ▪ Read a dialog box and follow instructions. <p>SAMPLE ACTIVITIES- <i>1. Students select an office assistant and search for instructions.</i> <i>2. Students generate discussion as to which help topic is appropriate for their purposes.</i> <i>3. Students make a list of strategies to troubleshoot problems.</i></p>	<ul style="list-style-type: none"> ▪ Use multiple methods to restart the computer. ▪ Access online help. ▪ Recognize the presence and symptoms of a virus and seek assistance for a cure. ▪ Troubleshoot problems with frequently used programs. ▪ Unfreeze computer programs. <p>SAMPLE ACTIVITIES- <i>1. Students select the Task Manager to end programs that are not responding.</i> <i>2. Students utilize vocabulary related to troubleshooting (e.g., end task, memory).</i></p>	<ul style="list-style-type: none"> ▪ Consult manuals to solve problems. ▪ Add/delete/reinstall software with permission of instructor. ▪ Check for viruses and address problem appropriately. ▪ Troubleshoot and repair problems with peripherals. ▪ Troubleshoot and repair problems with files and disks. <p>SAMPLE ACTIVITIES- <i>Students practice reading product manuals to troubleshoot problems in the workplace or at home.</i></p>

Indicator C. Technology Productivity Tools				
Students use technology to enhance learning, productivity and creativity.				
<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>1. Make informed technology choices for directed, independent, and collaborative learning activities.</p>	<ul style="list-style-type: none"> Develop awareness of technology (e.g., computers, calculators, VCRs, ATMs, electronic kiosks, cell phones). <p>SAMPLE ACTIVITIES- See B2 Beginning</p>	<ul style="list-style-type: none"> Select technology appropriate to the task (e.g., Should a word processing program or presentation software be used? Should a tape recorder or MP3 player be used?). <p>SAMPLE ACTIVITIES- 1. Students list technology available to them in their family, community, or workplace and their uses. 2. Students make a log of their technology use in a day. 3. Students choose technology best suited to their abilities and purposes.</p>	<ul style="list-style-type: none"> Discuss different products from a consumer's point of view. Discuss advantages and disadvantages of various technology choices (e.g., different word processing programs). <p>SAMPLE ACTIVITIES- 1. Students compare and contrast two or more technology products available to them in their family, community, or workplace. 2. Students compare their logs of technology use with classmates and scrutinize for the "duh" factor.</p>	<ul style="list-style-type: none"> Research advantages and disadvantages of different products from a consumer's point of view. Evaluate effectiveness of technology choices. <p>SAMPLE ACTIVITIES- Students conduct on-line product research for a product used in their family, community, or workplace.</p>

<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>2. Use technology to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.</p>	<ul style="list-style-type: none"> • Develop awareness of technological and specific software options available to address learning needs/styles. <p>SAMPLE ACTIVITIES- <i>Students explore and discuss technology-based methods of instruction (e.g., a CD ROM, cassettes, videos, Scan and Read Pro®, Dragon Speak®, JAWS®, I Hear English®, Rosetta Stone®, Ellis).</i></p>	<ul style="list-style-type: none"> ▪ Select technology based upon personal learning needs/styles (e.g., voice recognition, CD ROM programs, assistive devices, language translator, readers, large print). <p>SAMPLE ACTIVITIES- <i>Students select a technology-based method of instruction that appeals to their learning style (e.g., a CD ROM, Scan and Read Pro®, Dragon Speak®, JAWS®, Learning 2000®, PLATO®, cassettes, videos, I Hear English®, Rosetta Stone®, Ellis).</i></p>	<ul style="list-style-type: none"> ▪ Use specific technology that addresses personal learning needs/styles. ▪ Accommodate personal learning needs by utilizing calculators, spell/grammar check, and thesaurus. ▪ Customize desktop and toolbars for personal preferences with permission of instructor. <p>SAMPLE ACTIVITIES- <i>Students use a technology-based method of instruction that appeals to their learning style (e.g., a CD ROM, cassettes, Learning 2000®, Scan and Read Pro®, Dragon Speak®, JAWS®, PLATO®, videos, I Hear English®, Rosetta Stone®, Ellis).</i></p>	<ul style="list-style-type: none"> ▪ Discuss other forms of technology that addresses others' individual learning needs/styles. ▪ Demonstrate use of three or more forms of technology/media (e.g., word processing, Internet, tape recorder, CD ROM, TV, VCR).

<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>3. Use technology for managing personal/professional information.</p>	<ul style="list-style-type: none"> ▪ Develop awareness of available technology to manage personal information (e.g., finances, taxes, purchases, calendars, schedules, addresses). <p>SAMPLE ACTIVITIES- Students make a list of different types of document options available to them either on the computer or as hard copy (e.g., PDA vs. Day Timer®, Quicken® vs. checkbook register).</p>	<ul style="list-style-type: none"> ▪ Select appropriate format for managing personal information needs. <p>SAMPLE ACTIVITIES- Students select different productivity tools to create a family tree.</p>	<ul style="list-style-type: none"> ▪ Enter data into a simple spreadsheet (e.g., recording attendance hours). ▪ Use telecommunications to access remote information (e.g., calling ahead to check on availability or location, check e-mail or bank records). <p>SAMPLE ACTIVITIES- Students track their attendance hours in an Excel spreadsheet or a table and compare their current level of participation with what is required for the class.</p>	<ul style="list-style-type: none"> ▪ Prepare and manage a database. ▪ Prepare and manage a spreadsheet by entering equations. <p>SAMPLE ACTIVITIES- Students prepare amortization, interest, if-then spreadsheets.</p>

Indicator D. Technology Communications Tools				
Students use technology to communicate information and ideas effectively to various audiences.				
<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>1. Use online resources to communicate and collaborate.</p>	<ul style="list-style-type: none"> ▪ Compose, send, delete, and receive e-mail. ▪ Print online forms and job applications and complete them using a typewriter or pen. <p>SAMPLE ACTIVITIES- 1. Students compose an e-mail to be sent to a member of the class. 2. Students practice filling in personal information in a document that has been printed out from the computer.</p>	<ul style="list-style-type: none"> ▪ Create an e-mail account. ▪ Complete online forms and job applications. <p>SAMPLE ACTIVITIES- Students practice keying in personal information in an on-line interactive document.</p>	<ul style="list-style-type: none"> ▪ Create and manage an address book (e.g., create new contacts, group lists). ▪ Attach files to e-mails. ▪ Create and manage e-mail folders. ▪ Communicate via bulletin/message boards, online discussion groups, listservs, and newsgroups. ▪ Independently access online forms and job applications. <p>SAMPLE ACTIVITIES- Students independently find and submit electronic forms that they may need for family, workplace, or community needs.</p>	<ul style="list-style-type: none"> ▪ Set up and use shared folders. ▪ Access and use instructional chat rooms.

<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>2. Create products for multiple audiences.</p>	<ul style="list-style-type: none"> ▪ Develop awareness of available multimedia choices that address sound, visuals, motion, and text (e.g., tape recorders, photography equipment, TVs, VCRs, computers, peripherals, print media). <p>SAMPLE ACTIVITIES- <i>Students develop a vocabulary list to describe technology that is used in the home and workplace.</i></p>	<ul style="list-style-type: none"> ▪ Understand various formatting choices (e.g., font, page set up, margins). ▪ Use spell/grammar check. ▪ Select appropriate multimedia according to the task and abilities of the learner. 	<ul style="list-style-type: none"> ▪ Select a design layout and format a document (e.g., font, page set up, line spacing, indents). ▪ Create a job-related word processing document (e.g., memo, cover letter, résumé). ▪ Create simple tables. ▪ Enter data into a spreadsheet or database. ▪ Use two or more forms of multimedia (e.g., text, visuals, scanned material, clip art, sound clips, movies, or animation). ▪ Utilize electronic feedback in the production of a document (e.g., peer or teacher editing, spell/grammar check). <p>SAMPLE ACTIVITIES- 1. <i>Students design a cover letter or résumé on the computer that details job skills or experience.</i> 2. <i>Students prepare a simple flyer or brochure for the community or workplace (e.g., using clip art, text, scanned photographs, web-linked information).</i> 3. <i>See B 5 Met.</i></p>	<ul style="list-style-type: none"> ▪ Use a template and/or wizard. ▪ Edit a product by inserting “comments” and using “track changes.” ▪ Create a final product using spreadsheet software, database management software, presentation software, web page design software, and/or desktop publishing. ▪ Create a product incorporating two or more media (e.g., sound, animation, digital photography, video capture). ▪ Assist others in creating products. <p>SAMPLE ACTIVITIES- <i>Students prepare a multimedia presentation for the family, community or workplace (e.g. video biography or story).</i></p>

Indicator E. Technology Research Tools Students develop and implement a research strategy to find accurate, relevant, and appropriate electronic information sources.				
<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
1. Utilize technology to locate and collect information.	<ul style="list-style-type: none"> Develop awareness of various electronic research tools and resources. 	<ul style="list-style-type: none"> Select and use appropriate research tools and resources to obtain information (e.g., electronic card catalog, search engines, CD ROM). Locate two or more sources of electronic information. <p>SAMPLE ACTIVITIES- <i>Students conduct an “Ask Jeeves” (www.ask.com) or Google (www.google.com)s search to find an answer to a family, community, or workplace question.</i></p>	<ul style="list-style-type: none"> Perform an electronic search by subject, keyword, and author. Use “Find” to locate information in document. Identify author/source/ date of information). <p>SAMPLE ACTIVITIES- <i>Students search websites in English for information that is needed for the family, community, or workplace (e.g., www.webmd.com, for health issues, www.phoenix.gov for Phoenix information, www.weather.com for weather, web travel sites).</i></p>	<ul style="list-style-type: none"> Search using Boolean logic (Internet) and/or advanced search techniques.

<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>2. Interpret and evaluate the accuracy, bias, and comprehensiveness of electronic sources.</p>	<ul style="list-style-type: none"> ▪ Define primary source and secondary source. 	<ul style="list-style-type: none"> ▪ Identify whether information is from a primary or secondary source. <p>SAMPLE ACTIVITIES- <i>Students conduct an interview (primary source) and read a secondary source and compare the versions (e.g., interviewing Rosa Parks vs. reading about the birth of the civil rights movement).</i></p>	<ul style="list-style-type: none"> ▪ Identify the components of a URL to determine the source of the information (e.g., .gov, .edu, .com, .net). ▪ Discuss bias, timeliness, and credibility of electronic sources. <p>SAMPLE ACTIVITIES- <i>1. Students discuss URL significance and its meaning. 2. Students use the information that they find in D1 Met to generate discussion as to the bias, timeliness, and credibility of the resources.</i></p>	<ul style="list-style-type: none"> ▪ Verify accuracy of information by researching two or more electronic sources.
<p>3. Organize and present results of the research.</p>	<ul style="list-style-type: none"> ▪ Select electronic information using bookmarks/favorites. <p>SAMPLE ACTIVITIES- <i>Students bookmark favorite websites.</i></p>	<ul style="list-style-type: none"> ▪ List and organize collected information (e.g., bookmarks/favorites, tables, charts, graphs). <p>SAMPLE ACTIVITIES- <i>Students create a file system to organize materials they gathered for research on family, community, or workplace. See list of class activities for lessons that will meet this indicator.</i></p>	<ul style="list-style-type: none"> ▪ Use electronic folders to manage collected information. ▪ Discuss and present research results informally (e.g., orally, e-mail, draft). <p>SAMPLE ACTIVITIES- <i>Students generate class discussion related to their research on family, community, or workplace. See list of class activities for lessons that will meet this indicator.</i></p>	<ul style="list-style-type: none"> ▪ Cite electronic research sources following a prescribed format. ▪ Formally present research results. <p>SAMPLE ACTIVITIES- <i>Students prepare a multimedia presentation for the family, community or workplace. See list of class activities for lessons that will meet this indicator.</i></p>

Indicator F. Technology to Promote Lifelong Learning.				
Students use technology to support personal, community and workplace productivity.				
<i>Sub-Indicator</i>	<i>Beginning</i>	<i>Approaching</i>	<i>Met</i>	<i>Exceeds</i>
<p>1. Recognize the capabilities, potential, and limitations of applying technology to real world situations.</p>	<ul style="list-style-type: none"> Identify common uses of technology in daily life (e.g., ATMs, gas pumps, grocery store scanners) <p>SAMPLE ACTIVITIES- See B2 Beginning</p>	<ul style="list-style-type: none"> List the advantages and disadvantages technology provides. Use technology resources for directed learning activities. <p>SAMPLE ACTIVITIES- Students complete an assignment related to family, workplace, or community using technology. See list of class activities for lessons that will meet this indicator.</p>	<ul style="list-style-type: none"> Analyze the advantages and disadvantages of widespread reliance on technology in the workplace and in society. Use technology resources to assist in making informed decisions. <p>SAMPLE ACTIVITIES- Students conduct on-line research related to family, workplace, or community goals. See list of class activities for lessons that will meet this indicator.</p>	<ul style="list-style-type: none"> Evaluate the advantages and disadvantages of widespread reliance on technology in the workplace and in society. Predict possible advances in technology. Use technology resources for independent learning activities (e.g., to solve real world problems). <p>SAMPLE ACTIVITIES- Students conduct on-line research to help solve family, workplace, or community problems. See list of activities for lessons that will meet this indicator.</p>
<p>2. Design and implement a personal learning plan that incorporates and utilizes technology.</p>	<ul style="list-style-type: none"> Demonstrate awareness of the need to stay current with innovations in technology. 	<ul style="list-style-type: none"> Discuss the influence and effects of innovations in technology on contemporary life. Set personal educational goals incorporating technology. <p>SAMPLE ACTIVITIES- Students generate discussion as to when it is appropriate to use technology and set future learning goals.</p>	<ul style="list-style-type: none"> Explore technology-based educational opportunities including distance education and other technological developments. Develop a plan for lifelong learning incorporating technology. <p>SAMPLE ACTIVITIES- Students identify personal goals that incorporate technology in order to improve their marketability.</p>	<ul style="list-style-type: none"> Evaluate technology-based educational options including distance education and other technological developments for lifelong learning. Review/ revise learning plan based upon personal goals and changing technology. <p>SAMPLE ACTIVITIES- Students research distance education opportunities to improve their education.</p>