

**Shrewsbury Borough School Technology Curriculum 2012
Grade 4**

<p>Marking Period 1:</p> <p><u>Topic 1:</u> <u>Computer Parts/Self-Portrait</u></p> <p>Objectives:</p> <p>Show an understanding of computer terms and parts.</p> <p>Demonstrate ability to take picture in Photobooth and transport to Pixie.</p> <p>Demonstrate ability to change name of an icon.</p> <p>Understand how to create a non-realistic portrait using colors that represent one's self.</p> <p>Gains knowledge of dividing negative space in a creative way.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will watch a Brain Pop video of history of self-</p>	<p>Marking Period 2:</p> <p><u>Topic 4: Nutrition Graph</u></p> <p>Objectives:</p> <p>Understand how and why to use the program, Microsoft Excel.</p> <p>Demonstrate ability to collect data and input it into a spreadsheet.</p> <p>Demonstrate ability on how to create a colorful pie graph.</p> <p>Gain knowledge on the nutrition facts of eating fast food items.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will review how to look up something on the internet to get the best results.</p>	<p>Marking Period 3:</p> <p><u>Topic 7: Holy Cow:</u></p> <p>Objectives:</p> <p>Learn how to insert pictures into WordArt.</p> <p>Review how to use two different applications at once.</p> <p>Demonstrate how to use pictures in the background of letters.</p> <p>Lessons, Activities, & Student Products:</p> <p>Open Pixie and create black spots representing cow spots.</p> <p>Export the drawing.</p> <p>Open Word and Insert Word Art.</p> <p>Type Holy Cow</p> <p>Learn how to insert the picture</p>	<p>Marking Period 4:</p> <p><u>Topic 11: Solar System Power Points</u></p> <p>Objectives:</p> <p>Demonstrate how to navigate through the internet to find creditable information.</p> <p>Demonstrate how to create PowerPoint presentation.</p> <p>Demonstrate ability to create a background, text boxes, inserting clip art, custom animation, and slide transitions.</p> <p>Lessons, Activities, & Student Products:</p> <p>Each student will create a Power Point presentation.</p> <p>They will write specific information about their planet on the correct slide.</p>
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<p>portraits.</p> <p>Students will take a picture of their face in Photobooth .</p> <p>Must transfer the picture to Pixie, and change the name of the icon.</p> <p>Create their own self-portrait using unrealistic colors but portraying their personalities.</p> <p>Essential Questions:</p> <p>How can digital tools be used for creating original and innovative works, ideas, and solutions?</p> <p>Materials:</p> <p>SMART Board</p> <p>Pixie</p> <p>Photobooth</p> <p>Colored Printer</p>	<p>Students will look up the caloric intake of 10 McDonald’s menu items.</p> <p>Students will input the data of the calories and items in the spreadsheet.</p> <p>Create a pie graph.</p> <p>Change colors of graph, insert title, and percent labels.</p> <p>Remind students about how to use correct spacing, capital letters, and formatting for their title.</p> <p>Discuss graphs data results.</p> <p>Essential Questions:</p> <p>How has the use of digital tools improved opportunities for communication and collaboration?</p> <p>Materials:</p> <p>Microsoft Excel</p> <p>SMART Board</p>	<p>created on the desktop and put it in the background of the words.</p> <p>Review the difference between save and save as.</p> <p>Have students create their own pictures and put them inside the letters of their name.</p> <p>Essential Questions:</p> <p>How can I transfer what I know to new technological situations/experiences?</p> <p>Materials:</p> <p>Word</p> <p>Pixie</p> <p>Colored Printer</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p>	<p>Demonstrate how to input custom animation.</p> <p>Remind students about how to use correct spacing, capital letters, and formatting when typing their information.</p> <p>Demonstrate how to create creative backgrounds.</p> <p>Demonstrate how to change text box colors and to insert clip art.</p> <p>Demonstrate how to copy and paste images from Pixie to Power Point.</p> <p>Review how to properly cite internet sources when using images from the web.</p> <p>Students will present their Power Points to the class using the SMART Board.</p> <p>Essential Questions:</p> <p>In a world of constant change, what skills should we learn?</p>
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<p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p><u>Topic 2:</u> <u>Internet Safety/</u> <u>Cyberbullying:</u></p> <p>Objectives:</p> <p>Understand the positive and negatives to the internet.</p> <p>Demonstrate ability to know how to surf the web safely.</p> <p>Know the importance of having a parent/guardian know what sites they are going to.</p> <p>Understand the signs to be concerned with when online.</p> <p>Review definition of Cyberbulling.</p> <p>Watch a video clip from BrainPop about Cyberbulling.</p>	<p>Safari (Internet connection)</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p><u>Topic 5: All About Me</u> <u>Power Points</u></p> <p>Objectives:</p> <p>Learn how to navigate through Google Maps.</p> <p>Learn how to screen shot an area.</p> <p>Demonstrate how to create PowerPoint presentation.</p> <p>Demonstrate ability to create a background, text boxes, inserting clip art, custom animation, and slide transitions.</p>	<p><u>Topic 8: Toy Spreadsheet</u></p> <p>Objectives:</p> <p>Understand how and why to use the program, Microsoft Excel.</p> <p>Demonstrate ability to collect data and input it into a spreadsheet.</p> <p>Learn how to have Excel complete a large addition problem.</p> <p>Gain knowledge on another aspect of Excel.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will review how to input data into Excel.</p> <p>Students will look up toys that comes close to a total of \$1,000.</p> <p>Students will learn how to have Excel calculate a total and see how close they can get to their final price.</p>	<p>Materials:</p> <p>Microsoft Power Point</p> <p>SMART Board</p> <p>Pixie</p> <p>Safari (internet connection)</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p><u>Topic 12: Analyzing Data</u></p> <p>Objectives:</p> <p>Understand how and why to use the program, Microsoft Excel.</p> <p>Demonstrate ability to collect data and input it into a spreadsheet.</p> <p>Demonstrate ability on how to create a bar graph/chart.</p>
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<p>Lessons, Activities, & Student Products:</p> <p>Students will have a group discussion with teacher about internet safety and cyberbullying.</p> <p>They will understand what to do if they feel unsafe using the internet and what to do if someone bullies them through an electronic device.</p> <p>Review how the internet is a way people use to get information about them.</p> <p>They understand the definition of cyberbullying.</p> <p>They will watch a short video clip on cyberbullying on www.brainpop.com.</p> <p>Students can discuss what they like to do online and teacher will explain how to make sure they are being safe.</p> <p>Questions will be answered about the subject.</p>	<p>Lessons, Activities, & Student Products:</p> <p>Each student will create a Power Point presentation.</p> <p>They will write specific information about themselves on correct slide.</p> <p>Slides will be: Who they are, family members, things they love, favorite place in the world, funniest memory, what they want to be when they get older, and some things I wouldn't know about them.</p> <p>Learn how to input custom animation.</p> <p>Remind students about how to use correct spacing, capital letters, and formatting when typing their information.</p> <p>Demonstrate how to create creative backgrounds.</p> <p>Demonstrate how to change text box colors and to insert clip art.</p>	<p>Materials:</p> <p>Microsoft Excel</p> <p>SMART Board</p> <p>Safari (Internet connection)</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p><u>Topic 9: Daylight Hours Chart</u></p> <p>Objectives:</p> <p>Understand how and why to use the program, Microsoft Excel.</p> <p>Demonstrate ability to collect data and input it into a spreadsheet.</p> <p>Demonstrate ability on how to create a bar graph/chart.</p> <p>Gain knowledge on how many</p>	<p>Gain knowledge on interpreting the mean, median, mode and/or range to see how analyzing data helps people draw conclusions.</p> <p>Understand how to read and interpret a bar graph.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will input their spelling grades for the marking period in the spreadsheet.</p> <p>Review how to create a bar graph.</p> <p>Change colors of graph, insert title, and amount labels.</p> <p>Remind students about how to use correct spacing, capital letters, and formatting for their title.</p> <p>Discuss graphs data results by finding out the mean, mode, median, and range of their grades.</p>
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<p>Students will then play an interactive internet safety game on the SMART Board. http://mediasmarts.ca/game/privacy-pirates-interactive-unit-online-privacy-ages-7-9.</p> <p>Essential Questions:</p> <p>In a world of constant change, how should students stay proactive in the fight against internet crimes?</p> <p>Why is it important to teach internet safety and about cyberbullying to the students?</p> <p>Materials:</p> <p>Internet Connection</p> <p>SMART Board</p> <p>Website- BrainPop</p> <p>Website- Pirate Game</p>	<p>Demonstrate how to copy and paste images from Pixie to Power Point.</p> <p>Learn how to properly cite internet sources when using images from the web.</p> <p>Students will present their Power Points to the class using the SMART Board.</p> <p>Essential Questions:</p> <p>In a world of constant change, what skills should we learn?</p> <p>Materials:</p> <p>Microsoft Power Point</p> <p>SMART Board</p> <p>Pixie</p> <p>Safari (internet connection)</p> <p>Photobooth</p> <p>Assessment:</p> <p>Teacher Observation</p>	<p>hours we have of sunlight throughout the year.</p> <p>Understand how to read and interpret a bar graph as opposed to a pie graph.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will review how to look up how many hours of sunlight we have by month.</p> <p>Students will input the data of the total hours in the spreadsheet.</p> <p>Learn how to create a bar graph.</p> <p>Change colors of graph, insert title, and amount labels.</p> <p>Remind students about how to use correct spacing, capital letters, and formatting for their title.</p> <p>Discuss graphs data results.</p>	<p>Essential Questions:</p> <p>How do I choose which technological tools to use and when it is appropriate to use them?</p> <p>Materials:</p> <p>Microsoft Excel</p> <p>SMART Board</p> <p>Safari (Internet connection)</p> <p>Spelling Grades</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p>
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<p>Assessment:</p> <p>Teacher Observation</p> <p>Classroom Participation/ Acknowledgement</p> <p><u>Topic 3: A Look Into Ocean Life</u></p> <p>Objectives:</p> <p>Create movie of specific underwater animal.</p> <p>Demonstrate ability on how to export Pixie files as JPEG.</p> <p>Demonstrate how to find legit information using the World Wide Web.</p> <p>Create a drawing of their underwater animal with their face on it.</p> <p>Create a script on what they will say when they record their voice.</p> <p>Gain knowledge on how to record their voice in iMovie.</p>	<p>Project Based Assessment</p> <p>Classroom Participation</p> <p><u>Topic 6: Mid Year Assessment: Population Graph</u></p> <p>Objectives:</p> <p>Understand how and why to use the program, Microsoft Excel.</p> <p>Demonstrate ability to collect data and input it into a spreadsheet.</p> <p>Demonstrate ability on how to create a colorful pie graph.</p> <p>Gain knowledge on the population of other states.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will review how to look up something on the internet to get the best results.</p> <p>Students will look up the</p>	<p>Essential Questions:</p> <p>How has the use of digital tools improved opportunities for communication and collaboration?</p> <p>Materials:</p> <p>Microsoft Excel</p> <p>SMART Board</p> <p>Safari (Internet connection)</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p> <p><u>Topic 10: Hyper linking:</u></p> <p>Objectives:</p> <p>Learn how to insert hyperlink words to a website.</p> <p>Review how to use two different applications at once.</p>	<p><u>Topic 13: Final Assessment Population Graph</u></p> <p>Objectives:</p> <p>Understand how and why to use the program, Microsoft Excel.</p> <p>Demonstrate ability to collect data and input it into a spreadsheet.</p> <p>Demonstrate ability on how to create a colorful pie graph.</p> <p>Gain knowledge on the packaging of products.</p> <p>Collaboratively work in groups to count the amounts of skittles colors in a single bag.</p> <p>Lessons, Activities, & Student Products:</p> <p>Students will collaboratively count the amounts of skittles colors in a single bag.</p> <p>Students will input the data by color count in the spreadsheet.</p>
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<p>Learn how to use the Ken Burns Effect in iMovie.</p> <p>Demonstrate how to change their clip timing to go along with voice.</p> <p>Demonstrate how to export a movie to a .mov Format.</p> <p>Lessons, Activities, & Student Products:</p> <p>Pick an underwater animal and research specific things about it on search engines.</p> <p>Put information in a graphic organizer created on an index card.</p> <p>Using information type a creative script on the animal.</p> <p>Create a detailed picture in Pixie using their face as the animal's face.</p> <p>Learn how to put picture in iMovie and record their voices over the picture.</p>	<p>population of 5 different US states.</p> <p>Students will input the data of the population in the spreadsheet.</p> <p>Create a pie graph.</p> <p>Change colors of graph, insert title, and percent labels.</p> <p>Remind students about how to use correct spacing, capital letters, and formatting for their title.</p> <p>Discuss graphs data results.</p> <p>Essential Questions:</p> <p>How has the use of digital tools improved opportunities for communication and collaboration?</p> <p>Materials:</p> <p>Microsoft Excel</p> <p>SMART Board</p> <p>Safari (Internet connection)</p>	<p>Demonstrate how to use correct punctuation and grammar when writing a paragraph.</p> <p>Lessons, Activities, & Student Products:</p> <p>Open Word and type a paragraph of favorite websites that they enjoy going on and why.</p> <p>Hyperlink the word of the website to the actual website address.</p> <p>Make sure when you double click the hyper link the website actually works and pops up.</p> <p>Students can change font size and style.</p> <p>Essential Questions:</p> <p>How can I transfer what I know to new technological situations/experiences?</p>	<p>Create a pie graph.</p> <p>Change colors of graph, insert title, and percent labels.</p> <p>Remind students about how to use correct spacing, capital letters, and formatting for their title.</p> <p>Discuss graphs data results.</p> <p>Essential Questions:</p> <p>In a world of constant change, what skills should we learn?</p> <p>Materials:</p> <p>Microsoft Excel</p> <p>SMART Board</p> <p>2 Bags of Skittles</p> <p>Paper Plates/Paper towels</p> <p>Hand sanitizer</p>
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<p>Learn about the Ken Burns Effect and how to change the timing of their clips.</p> <p>Movies will be exported and presented on Smart Board after “Under The Sea” song is added to the background.</p> <p>Essential Questions:</p> <p>Why is the evaluation and appropriate use of accurate information more important than ever in the technological age?</p> <p>Materials:</p> <p>Pixie</p> <p>iMovie</p> <p>Headphones</p> <p>Microphone</p> <p>Web Cam</p> <p>Colored Printer</p> <p>Large Index Card</p>	<p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p>	<p>Materials:</p> <p>Word</p> <p>Safari (Internet Connection)</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Skill Based Assessment</p> <p>Classroom Participation</p>	<p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p>
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<p>Pencil</p> <p>Safari (Internet Connection)</p> <p>Word</p> <p>Assessment:</p> <p>Teacher Observation</p> <p>Project Based Assessment</p> <p>Classroom Participation</p>			
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<p>NJCCCS:</p> <p><u>8.1 Educational Technology</u> <u>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></p> <p>8.1.4.A The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.4.A.1: Demonstrate effective input of text and data using an input device.</p> <p>8.1.4.A.2: Create a document with text formatting and graphics using a word processing program.</p> <p>8.1.4.A.3: Create and present a multimedia presentation that includes graphics.</p> <p>8.1.4.A.4: Create a simple spreadsheet, enter data, and interpret the information.</p>	<p>NJCCCS:</p> <p><u>8.1 Educational Technology</u> <u>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></p> <p>8.1.4.A The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.4.A.1: Demonstrate effective input of text and data using an input device.</p> <p>8.1.4.A.2: Create a document with text formatting and graphics using a word processing program.</p> <p>8.1.4.A.3: Create and present a multimedia presentation that includes graphics.</p> <p>8.1.4.A.4: Create a simple spreadsheet, enter data, and interpret the information.</p>	<p>NJCCCS:</p> <p><u>8.1 Educational Technology</u> <u>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></p> <p>8.1.4.A The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.4.A.1: Demonstrate effective input of text and data using an input device.</p> <p>8.1.4.A.2: Create a document with text formatting and graphics using a word processing program.</p> <p>8.1.4.A.3: Create and present a multimedia presentation that includes graphics.</p> <p>8.1.4.A.4: Create a simple spreadsheet, enter data, and interpret the information.</p>	<p>NJCCCS:</p> <p><u>8.1 Educational Technology</u> <u>All students will use digital tools to access, manage, evaluate, and synthesize information in order to solve problems individually and collaboratively and to create and communicate knowledge.</u></p> <p>8.1.4.A The use of technology and digital tools requires knowledge and appropriate use of operations and related applications.</p> <p>8.1.4.A.1: Demonstrate effective input of text and data using an input device.</p> <p>8.1.4.A.2: Create a document with text formatting and graphics using a word processing program.</p> <p>8.1.4.A.3: Create and present a multimedia presentation that includes graphics.</p> <p>8.1.4.A.4: Create a simple spreadsheet, enter data, and interpret the information.</p>
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<p>8.1.4.A.5: Determine the benefits of a wide range of digital tools by using them to solve problems.</p> <p>8.1.4.B Creativity and Innovation: The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>8.1.4.B.1: Produce a media-rich digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.4.D Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>8.1.4.D.1: Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.</p> <p>8.1.4.D.2: Analyze the need for and use of copyrights.</p>	<p>8.1.4.A.5: Determine the benefits of a wide range of digital tools by using them to solve problems.</p> <p>8.1.4.B Creativity and Innovation: The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>8.1.4.B.1: Produce a media-rich digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.4.D Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>8.1.4.D.1: Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.</p> <p>8.1.4.D.2: Analyze the need for and use of copyrights.</p>	<p>8.1.4.A.5: Determine the benefits of a wide range of digital tools by using them to solve problems.</p> <p>8.1.4.D Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>8.1.4.D.1: Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.</p> <p>8.1.4.D.2: Analyze the need for and use of copyrights.</p> <p>8.1.4.D.3: Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.</p> <p>8.1.4.E. Research and Information Literacy: Effective use of digital tools assists in gathering and</p>	<p>8.1.4.A.5: Determine the benefits of a wide range of digital tools by using them to solve problems.</p> <p>8.1.4.B Creativity and Innovation: The use of digital tools and media-rich resources enhances creativity and the construction of knowledge.</p> <p>8.1.4.B.1: Produce a media-rich digital story about a significant local event or issue based on first-person interviews.</p> <p>8.1.4.D Digital Citizenship: Technological advancements create societal concerns regarding the practice of safe, legal, and ethical behaviors.</p> <p>8.1.4.D.1: Explain the need for each individual, as a member of the global community, to practice cyber safety, cyber security, and cyber ethics when using existing and emerging technologies.</p> <p>8.1.4.D.2: Analyze the need for and use of copyrights.</p>
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<p>8.1.4.D.3: Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.</p> <p>8.1.4.E. Research and Information Literacy: Effective use of digital tools assists in gathering and managing information.</p> <p>8.1.4.E.1: Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.4.E.2: Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p><u>8.2 Technology Education, Engineering, and Design</u> All students will develop an understanding of the nature and impact of technology.</p>	<p>8.1.4.D.3: Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.</p> <p>8.1.4.E. Research and Information Literacy: Effective use of digital tools assists in gathering and managing information.</p> <p>8.1.4.E.1: Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.4.E.2: Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p><u>8.2 Technology Education, Engineering, and Design</u> All students will develop an understanding of the nature and impact of technology.</p>	<p>managing information.</p> <p>8.1.4.E.1: Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.4.E.2: Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p><u>8.2 Technology Education, Engineering, and Design</u> 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, global society, and the environment.</p> <p>8.2.4.A Nature of Technology: Creativity and Innovation Technology products and systems impact</p>	<p>8.1.4.D.3: Explain the purpose of an acceptable use policy and the consequences of inappropriate use of technology.</p> <p>8.1.4.E. Research and Information Literacy: Effective use of digital tools assists in gathering and managing information.</p> <p>8.1.4.E.1: Investigate a problem or issue found in the United States and/or another country from multiple perspectives, evaluate findings, and present possible solutions, using digital tools and online resources for all steps.</p> <p>8.1.4.E.2: Evaluate the accuracy of, relevance to, and appropriateness of using print and non-print electronic information sources to complete a variety of tasks.</p> <p><u>8.2 Technology Education, Engineering, and Design</u> All students will develop an understanding of the nature and impact of technology.</p>
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<p><u>engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</u></p> <p>8.2.4.A Nature of Technology: Creativity and Innovation Technology products and systems impact every aspect of the world in which we live.</p> <p>8.2.4.A.1: Investigate factors that influence the development and function of technology products and systems.</p> <p>8.2.4.A.2: Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.</p>	<p><u>engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</u></p> <p>8.2.4.A Nature of Technology: Creativity and Innovation Technology products and systems impact every aspect of the world in which we live.</p> <p>8.2.4.A.1: Investigate factors that influence the development and function of technology products and systems.</p> <p>8.2.4.A.2: Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.</p>	<p>every aspect of the world in which we live.</p> <p>8.2.4.A.1: Investigate factors that influence the development and function of technology products and systems.</p> <p>8.2.4.A.2: Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.</p>	<p><u>engineering, technological design, and the designed world, as they relate to the individual, global society, and the environment.</u></p> <p>8.2.4.A Nature of Technology: Creativity and Innovation Technology products and systems impact every aspect of the world in which we live.</p> <p>8.2.4.A.1: Investigate factors that influence the development and function of technology products and systems.</p> <p>8.2.4.A.2: Using a digital format, compare and contrast how a technology product has changed over time due to economic, political, and/or cultural influences.</p>
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