

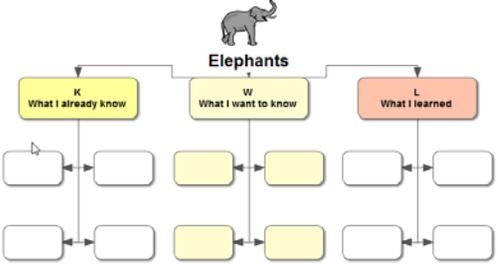
## Grade 1

### Strand 1: Creativity and Innovation

This strand requires that students demonstrate creative thinking, construct knowledge, and develop innovative products and processes using technology.

### Concept 1: Knowledge and Ideas

Use technology to generate knowledge and new ideas.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Evaluate information to generate ideas.</p>	<p>Writing 01-S1C1-01 Generate ideas through prewriting activities (e.g., brainstorming, <b>webbing</b>, drawing, writer’s notebook, group discussion).</p> <p>SC 01-S4C1-03 Identify observable similarities and differences (e.g., number of legs, body coverings, size) between/among different groups of animals.</p>	<p>Explanation: Use digital information and form questions and ideas from that information.</p> <p>Example: After viewing a video on elephants and their habitat, students will use digital tools such as graphic organizers, concept maps, or digital-rich resources to record future questions as well as write what they’ve learned from the video.</p> 

Arizona Educational Technology Standard Articulated by Grade Level

**Strand 1: Creativity and Innovation**

**Concept 2: Models and Simulations**

Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.

Performance Objectives	Curriculum Connections	Explanations and Examples
PO 1: Identify elements of a digital model or simulation.	SC 01-S3C2-01 Identify various technologies (e.g., automobiles, radios, refrigerators) that people use.	Explanation: Use interactive resources to practice skills and identify various technologies (e.g., automobiles, radios, refrigerators) and their components.
PO 2: Explore and identify models and simulations.	SC 01-S4C3-02 Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.  M 01-S1C1-01 Express whole numbers 0 to 100, in groups of tens and ones using and connecting multiple representations.	Explanation: Use interactive resources to make observations and analyze changing situations in a model or simulation.  Example: Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live. Google Search: "Build an online habitat"
PO 3: Identify a system.	SC 01-S1C3-01 Organize (e.g., compare, classify, and sequence) objects, organisms, and events according to various characteristics. SC 01-S4C3-02 Compare the habitats (e.g., desert, forest, prairie, water, underground) in which plants and animals live.	Explanation: Compare and contrast systems to identify similarities and differences.  Example: Science: Use digital simulations to explore and depict patterns of growth such as the parts and life cycle of plants.

Arizona Educational Technology Standard Articulated by Grade Level

**Strand 1: Creativity and Innovation**

**Concept 2: Models and Simulations**

Use digital models and simulations to examine real-world connections, explore complex systems and issues, and enhance understanding.

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
No performance objectives		

**Concept 3: Trends and Possibilities**

Use technology to forecast trends and possibilities.

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
No performance objectives		

**Strand 1: Creativity and Innovation**

**Concept 4: Original Works**

Use technology to create original works in innovative ways.

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
PO 1: Use digital creativity tools to develop ideas and create a project.	<p>Writing 01-S3C2-02 Participate in creating simple summaries from informational texts, graphs, tables, or maps.</p> <p>Writing 01-S3C6-01 Write a simple report with a title and three facts, using informational sources.</p> <p>Reading 01-S3C1-02 Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p>	<p>Explanation: Organize ideas and design and produce multimedia projects.</p> <p>Example: Use presentation software to develop ideas and create original stories through Writer’s Workshop.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 2: Use digital collaborative tools to develop collective ideas.</p>	<p>Writing 01-S3C2-02 Participate in creating simple summaries from informational texts, graphs, tables, or maps.</p> <p>Writing 01-S3C6-01 Write a simple report with a title and three facts, using informational sources.</p> <p>Reading 01-S3C2-01 Follow a set of written multi-step directions with picture cues to assist.</p> <p>M 01-S2C1-01 Collect, record, organize, and display data using tally charts or pictographs.</p>	<p>Explanation: Digital collaborative tools include but are not limited to: drawing programs digital photography podcasts audio clips brochures postcards digital storytelling</p> <p>Example: Students will post ideas for classroom projects such as, Voice Thread, Glogster, Wallwisher.</p>

Arizona Educational Technology Standard Articulated by Grade Level

**Strand 2: Communication and Collaboration**

This strand requires students to use digital media and environments to communicate and collaborate with others.

**Concept 1: Effective Communications and Digital Interactions**

Communicate and collaborate with others employing a variety of digital environments and media.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Communicate with others as a whole class using digital tools.</p>	<p>Writing 01-S3C1-01 Write a narrative that includes: a main idea based on real or imagined events character(s) a sequence of events</p> <p>Writing 01-S3C5-02 Participate in a group response to a given piece of literature that connects: text to self (personal connection) text to world (social connection) text to text (compare within multiple texts)</p> <p>SC 01-S1C4-01 Communicate with other groups to describe the results of an investigation.</p> <p>M 01-S5C2-03 Select from a variety of problem-solving strategies and use one or more strategies to arrive at a solution.</p>	<p>Explanation: Digital Interactions include but are not limited: blogs wikis video conferencing email Example: Exchange information using Skype with another classroom.</p>
<p>PO 2: Identify and demonstrate safe and appropriate behavior when using digital environments.</p>	<p>Writing 01-S3C2-01 Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.</p> <p>SS 01-S3C4-01 Identify examples of responsible citizenship in the school setting and in stories about the past and present.</p> <p>SS 01-S3C4-02 Describe the rights and responsibilities of citizenship: elements of fair play, good sportsmanship, and the idea of</p>	<p>Explanation: Students should comply with the school district's Acceptable Use Policy (AUP) as well as be able to understand and explain their classroom rules of safe technology use. In addition, occasions may arise where potential dangers in digital environments occur and students should know how to report potentially unsafe situations to their teacher. Comply with district Acceptable Use Policy Demonstrate respect for the digital work of others Demonstrate respect for opinions of others posted online.</p>

Arizona Educational Technology Standard Articulated by Grade Level

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>treating others the way you want to be treated                      importance of participation and cooperation in a classroom and community                      why there are rules and the consequences for violating them                      responsibility of voting (every vote counts)</p> <p>SS 01-S3C4-03                      Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)</p> <p>SC 01-S1C2-01                      Ask questions based on experiences with objects, organisms, and events in the environment.</p>	<p>Example: create and abide by classroom rules for using technology at home and at school. Discuss danger in using personal name, address, phone number or picture online.</p>

**Strand 2: Communication and Collaboration**

**Concept 2: Digital Solutions**

Contribute to project teams to produce original works or solve problems.

Performance Objectives	Curriculum Connections	Explanations and Examples
<p>PO 1: Participate in a classroom learning project using digital collaborative resources.</p>	<p>Writing 01-S1C1-02                      Draw a picture or storyboard about ideas generated.</p> <p>Writing 01-S3C2-01                      Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.</p>	<p>Explanation: Use a software program or online resource to communicate among classes or groups within a class.</p> <p>Example: Students will draw pictures of animals and publish their work to a classroom web page to share with others.</p>

Arizona Educational Technology Standard Articulated by Grade Level

**Strand 2: Communication and Collaboration**

**Concept 3: Global Connections**

Create cultural understanding and global awareness by interacting with learners of other cultures.

Performance Objectives	Curriculum Connections	Explanations and Examples
PO 1: Participate as a class in communication at a distance.	SC 01-S1C4-01 Communicate the results of an investigation using pictures, graphs, models, and/or words.  SS 01-S4C4-01 Discuss elements of cultural (e.g., food, clothing, housing, sports, holidays) of a community in areas studied (e.g., local community, Arizona, Egypt).	Explanation: Participate in an information exchange, such as Skype, with students from other areas of the United States.

Arizona Educational Technology Standard Articulated by Grade Level

**Strand 3: Research and Information Literacy**

This strand requires that students apply digital tools to gather, evaluate, and use information.

**Concept 1: Planning**

Plan strategies to guide inquiry.

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
PO 1: Generate key words and synonyms for a search.	Reading 01-S3C1-01 Identify the topic of expository text, heard or read.  Writing 01-S3C2-01 Create expository texts (e.g., labels, lists, observations, journals) through drawing and/or writing.	Explanation: In a group discussion, brainstorm key words that can be used to search a database or website for specific information.  Example: Use online dictionary, such as, Webster's Dictionary to generate synonyms for a search. Use Google Wonder Wheel for idea generation
PO 2: Explore information and online sources.	Reading 01-S3C1-01 Identify the topic of expository text, heard or read. Reading 01-S3C2-1 Follow a set of written multi-step directions with picture cues to assist.  SS 01-S2C1-03 Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.	Explanation: Identify which technology tools can be use to gather observations of a subject.  Example: NetTrekker, Dellicious, or Diigo can be used by teachers to organize preselected websites.

**Strand 3: Research and Information Literacy**

**Concept 2: Processing**

Locate, organize, analyze, evaluate, synthesize, and ethically use information from a variety of sources and media.

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
PO 1: Conduct a search using multiple Keywords.	Reading 01-S3C1-02 Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.	Explanation: Select relevant information from teacher selected, technology resources.  Examples: bookmarked files and keywords when searching for information on bears.

Arizona Educational Technology Standard Articulated by Grade Level

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>Reading 01-S3C2-1 Follow a set of written multi-step directions with picture cues to assist.</p> <p>Writing S3-C6-PO1 Write a simple report with a title and three facts, using informational sources.</p>	
<p>PO 2: Use preselected sources</p>	<p>Reading 01-S3C1-02 Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.</p> <p>Reading 01-S3C2-1 Follow a set of written multi-step directions with picture cues to assist.</p> <p>Writing S3-C6-PO1 Write a simple report with a title and three facts, using informational sources.</p> <p>SS 01-S1C10-01 Use information from written documents, oral presentations, and the media to discuss current local and state events.</p>	<p>Explanation: Using teacher-selected digital resources, students will gather and organize information on a selected topic.</p>
<p>PO 3: Differentiate between a fact, untruth, and an opinion.</p>	<p>Reading 01-S2C1-04 Determine whether a literary selection, heard or read, is realistic or fantasy.</p> <p>Writing S3-C1-PO1 Write a narrative that includes: a main idea based on real or imagined events character(s) a sequence of events</p> <p>Writing S3-C6-PO1 Write a simple report with a title and three facts, using informational sources.</p>	<p>Explanation: When discussing characteristics of organisms, students will use digital creativity or collaborative tools to share facts, opinions as well as untruths.</p> <p>Example: Monkeys are mammals. (Fact) Monkeys are the cutest animals (Opinion) Monkeys have hidden wings and can fly at night. (Untruth)</p>

Arizona Educational Technology Standard Articulated by Grade Level

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>SS 01-S1C10-01 Use information from written documents, oral presentations, and the media to discuss current local and state events.</p>	
<p>PO 4: Sort information into major topics.</p>	<p>Reading S3-C1-PO1 Identify the topic of expository text, heard or read.</p> <p>SS 01-S2C1-03 Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.</p> <p>Writing S3-C6-PO1 Write a simple report with a title and three facts, using informational sources.</p> <p>M 01-S2C3-01 Use Venn diagrams to sort, classify, and count objects and justify the sorting rule.</p>	<p>Explanation: Students will organize information using a table, digital template or online tool with assistance.</p> <p>Example: During a whole group activity, students will use a Venn diagram from a digital resource to organize information gathered about desert wildlife.</p>
<p>PO 5: Identify and follow ethical behaviors when using resources.</p>	<p>SS 01-S2C1-03 Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.</p> <p>Writing S3-C6-PO1 Write a simple report with a title and three facts, using informational sources.</p>	<p>Explanation: The students will understand that there are rules when using the Internet for information. Students will comply with district Acceptable Use Policy (AUP).</p> <p>Example: The teacher will lead the class in a discussion referencing the use of information resources. This information will then be made into a classroom poster for reference using publishing software.</p>

Arizona Educational Technology Standard Articulated by Grade Level

**Strand 4: Critical Thinking, Problem Solving, Decision Making**

This strand requires students to use critical thinking, problem solving, and decision making to manage projects using digital tools and resources.

**Concept 1: Investigation**

Identify and define authentic problems and significant questions for investigations.

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
PO 1: Collaborate as a class or small group to select an essential question to research using digital resources.	Reading 01-S3C1-02 Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.  SC 01-S1C1-PO1 Observe, ask questions, and make predictions.  SC 01-S1C2-02 Participate in guided investigations in life, physical, and Earth and space sciences.  M 01-S5C2-01 Identify the question(s) asked and any other questions that need to be answered in order to find a solution.	Explanation: Use a software program or online resource to communicate among classes or groups within a class.  Example: Identify which technology tools can be used to gather observations of a subject.

**Strand 4: Critical Thinking, Problem Solving, Decision Making**

**Concept 2: Exploring Solutions**

Plan and manage activities to develop solutions to answer a question or complete a project.

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
PO 1: Participate as a group to manage a learning project and identify sources.	Reading 01-S3C1-02 Answer questions (e.g., who, what, where, when, why, how) about expository text, heard or read.  Science 01-S1C2-04 Record data from guided investigations in an organized and	Explanation: Organize information using digital tools and record sources used in learning project.  Example: Identify which online resources provided answers to questions.

Arizona Educational Technology Standard Articulated by Grade Level

Performance Objectives	Curriculum Connections	Explanations and Examples
	<p>appropriate format (e.g., lab book, log, notebook, chart paper).</p> <p>SS 01-S2C1-03 Use primary source materials (e.g., photos, artifacts, maps) to study people and events from the past.</p> <p>Writing S3-C6-PO1 Write a simple report with a title and three facts, using informational sources.</p>	
<p>PO 2: Propose solutions by discussing data collected to answer a question.</p>	<p>SC 01-S1C1-01 Observe, ask questions, and make predictions.</p> <p>SC 01-S1C2-02 Participate in guided investigations in life, physical, and Earth and space sciences.</p> <p>SS 01-S4C6-01 Use geography concepts and skills (e.g., recognizing patterns, mapping, graphing) to find solutions for problems (e.g., trash, leaky faucets, bike paths, traffic patterns) in the local environment.</p> <p>M 01-S5C2-02 Identify the given information that can be used to find a solution.</p>	<p>Explanation: Students will examine solutions. Example: Discuss the advantages of using technology tools to gather, analyze and communicate conclusions.</p>

Arizona Educational Technology Standard Articulated by Grade Level

**Strand 5: Digital Citizenship**

This strand requires students to understand human, cultural, and societal issues related to technology practice and ethical behavior.

**Concept 1: Safety and Ethics**

Advocate and practice safe, legal, and responsible use of information and technology.

Performance Objectives	Curriculum Connections	Explanations and Examples
PO 1: Recognize and discuss when it is appropriate to use a personal digital device	SS 01-S3C4-01 Identify examples of responsible citizenship in the school setting and in stories about the past and present.	Explanation: Participate in class or small group lessons on when it is appropriate to use technology tools to meet personal needs.  Example: Students will demonstrate understanding by creating an expressive, expository or functional writing piece using a digital creativity tool.
PO 2 : Define cyber-bullying	SS 01-S3C4-01 Identify examples of responsible citizenship in the school setting and in stories about the past and present.  SS 01-S3C4-02 Describe the rights and responsibilities of citizenship: elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated importance of participation and cooperation in a classroom and community why there are rules and the consequences for violating them responsibility of voting (every vote counts)  SS 01-S3C4-03 Discuss the importance of students contributing to a community (e.g., helping others, working together, cleaning up the playground.)	Explanation: Students will practice responsible and appropriate use of technology systems, software, and information.  Example: Understand and follow the acceptable use policy for all grades.
PO 3. Identify and articulate rules for the use of digital tools as defined by school board policy and procedures.	SS 01-S3C4-01 Identify examples of responsible citizenship in the school setting and in stories about the past and present.  SS 01-S3C4-02 Describe the rights and responsibilities of citizenship: elements of fair play, good sportsmanship, and the idea of	Explanation: Understand current online safety guidelines and be familiar with the district’s Acceptable Use Policy (AUP)

Arizona Educational Technology Standard Articulated by Grade Level

Performance Objectives	Curriculum Connections	Explanations and Examples
	treating others the way you want to be treated importance of participation and cooperation in a classroom and community why there are rules and the consequences for violating them responsibility of voting (every vote counts)	
PO 4: Discuss why it may be dangerous to visit certain Internet sites.	SS 01-S3C4-01 Identify examples of responsible citizenship in the school setting and in stories about the past and present.  SS 01-S3C4-02 Describe the rights and responsibilities of citizenship: elements of fair play, good sportsmanship, and the idea of treating others the way you want to be treated importance of participation and cooperation in a classroom and community why there are rules and the consequences for violating them responsibility of voting (every vote counts)	Explanation: Recognize safety issues related to use of the Internet.
PO 5: Recognize, discuss, and demonstrate appropriate behavior for technology use and show respect for technology equipment.	SS 01-S3C4-01 Identify examples of responsible citizenship in the school setting and in stories about the past and present.  SC 01-S1C2-01 Demonstrate safe behavior and appropriate procedures (e.g., use of instruments, materials, organisms) in all science inquiry.	Explanation: Discuss why it may be dangerous to visit certain websites. Recognize safe practices when working online.

Arizona Educational Technology Standard Articulated by Grade Level

**Strand 5: Digital Citizenship**

**Concept 2: Leadership for Digital Citizenship**

Demonstrate leadership for digital citizenship.

Performance Objectives	Curriculum Connections	Explanations and Examples
	No POs for this Concept in Grade 1	

**Strand 5: Digital Citizenship**

**Concept 3: Impact of Technology**

Develop an understanding of cultural, historical, economic and political impact of technology on individuals and society.

Performance Objectives	Curriculum Connections	Explanations and Examples
PO 1. Recognize and discuss how students and families use technology to make their lives better.	<p>SC 01-S2C1-02 Identify how diverse people and/or cultures, past and present, have made important contributions to scientific innovations (e.g., Sally Ride [scientist]).</p> <p>SS 01-S1C3-05 Compare the way people lived in Colonial times with how people live today (e.g., housing, food transportation, school).</p>	<p>Explanation: Explain how technology affects people. Example: Identify and explain that technology is used in their daily lives to do things better or more easily such as telephone, microwave, television, cameras, and computers.</p>

Arizona Educational Technology Standard Articulated by Grade Level

**Strand 6: Technology Operations and Concepts**

This strand requires students to demonstrate a sound understanding of technology concepts, systems, and operations.

**Concept 1: Understanding**

Recognize, define and use technology processes, systems, and applications.

Performance Objectives	Curriculum Connections	Explanations and Examples										
<p>PO 1. Identify basic technology terms.</p>	<p>Reading 01-S1C1-01 Alphabetize a series of words to the first letter.</p>	<p>Explanation: Identify and use correct technology terms. For example: mouse, file, icon, keyboard. Example: After defining and drawing a picture that represents each technology term, students will cut and paste the words alphabetically onto a piece of construction paper.</p> <table border="1" data-bbox="1268 613 1921 987"> <thead> <tr> <th>Hardware</th> <th>Software</th> <th>Internet</th> <th>Technical</th> <th>Commands</th> </tr> </thead> <tbody> <tr> <td>CD Computer Digital Camera DVD Keyboard Laptop Mouse PC Printer Scroll Speakers</td> <td>Clip Art Desktop Folder Window</td> <td>Bookmark Download Favorites Google Home Page Search Web Page Website WWW</td> <td>Cursor Icon Login MP3 Password</td> <td>Delete Double-Click Drag Click</td> </tr> </tbody> </table>	Hardware	Software	Internet	Technical	Commands	CD Computer Digital Camera DVD Keyboard Laptop Mouse PC Printer Scroll Speakers	Clip Art Desktop Folder Window	Bookmark Download Favorites Google Home Page Search Web Page Website WWW	Cursor Icon Login MP3 Password	Delete Double-Click Drag Click
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<p>PO 2. Apply knowledge of technology process terminology.</p>		<p>Example: Appropriate use of log-in procedures</p>										
<p>PO 3. Identify technology applications for a given activity/project.</p>	<p>M 01-S2C1-01 Collect, record, organize, and display data using tally charts or pictographs.  M 01-S2C1-02 Ask and answer questions by interpreting simple displays of data, including tally charts or pictographs.</p>	<p>Explanation: Be able to select and use applications effectively and productively. Example: As a class, create a digital survey for example, google docs, to collect and record and display data.</p>										
<p>PO 4. Demonstrate knowledge of ergonomics and electrical safety</p>	<p>SC 01-S1C2-01 Demonstrate safe behavior and appropriate procedures (e.g.,</p>	<p>Explanation: Understand that there are correct sitting, hand and fingering positions when using the keyboard.</p>										

Arizona Educational Technology Standard Articulated by Grade Level

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
when using computers and other technology.	use of instruments, materials, organisms) in all science inquiry.	Students will understand that they are not to handle electrical connecting devices.

**Strand 6: Technology Operations and Concepts**

**Concept 2: Applications**

Select and use applications effectively and productively.

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
PO 1: Understand keyboarding techniques when using the keyboard to type letters, numbers and special key functions.	Writing 01-S2C5-01 Write simple sentences.	Explanation: Students will place their left hand fingers on letters a, s, d, f, and their right hand fingers on letters j, k, l, ;. Both thumbs will use the space bar when needed. The left hand stays on the left side of the keyboard while the right hand stays on the right side of the keyboard.
PO 2. Compose a document that applies basic formatting.	Writing 01-S1C5-01 Rewrite and illustrate selected pieces of writing for sharing with intended audience.	Explanation: Using a word processing program, students will write a short document that will include punctuation and capitalization.
PO 3. Use multimedia presentation programs to create simple class assignments.	Writing 01-S1C1-03 Organize ideas using simple <b>webs</b> , maps, or lists.	Explanation: Use a graphic organizer comparing fiction to nonfiction books.
PO 4. Identify and use common navigational elements of a web page.	Reading 01-S3C2-01 Follow a set of written multi-step directions with picture cues to assist.	Explanation: Identify and use function such as links and icons.
PO 5: Demonstrate appropriate use of log-in procedures.	Reading 01-S3C2-01 Follow a set of written multi-step directions with picture cues to assist.	Explanation: The students will know how to properly log in by reading a class made chart.

Arizona Educational Technology Standard Articulated by Grade Level

**Strand 6: Technology Operations and Concepts**

**Concept 3: Problem Solving**

Define problems and investigate solutions in systems and processes.

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
PO 1: Understand that there are different types of problems with technology and identify the type of problem and the steps needed to solve.	SC 01-S1C2-03 Use simple tools such as rulers, thermometers, magnifiers, and balances to collect data (U.S. customary units)	Explanation: With teacher assistance, verify that cables are connected and power is on.

**Strand 6: Technology Operations and Concepts**

**Concept 4: Transfer of Knowledge**

Transfer current knowledge to learning of new technologies.

<b>Performance Objectives</b>	<b>Curriculum Connections</b>	<b>Explanations and Examples</b>
PO 1. Transfer understanding of current symbols and icons to learning new technologies.	Reading 01-S3C2-03 State the meaning of specific signs (e.g., traffic, safety, warning signs) SS 01-S3C1-01 Identify national symbols and monuments that represent American democracy and values: <ul style="list-style-type: none"> <li>a. American flag</li> <li>b. Bald Eagle</li> <li>c. Statue of Liberty</li> <li>d. White House</li> <li>e. Washington Monument</li> </ul>	Explanation: Recognize symbols and icons used to identify common functions, such as, arrow, hyperlinks, save, printer.