

# **PBS TeacherLine New York**

## **TECH 315: Using the Computer for Coopersative Experiences**

### **New York State Learning Standards: Math, Science & Technology Standard 1 - Information Systems 2**

Students will access, generate, process, and transfer information using appropriate technologies.

#### Key Idea 1

Information technology is used to retrieve, process, and communicate information and as a tool to enhance learning.

#### Performance Indicators

##### ***Elementary***

Students select appropriate hardware and software that aids in word processing, creating databases, telecommunications, graphing, data display, and other tasks.

##### ***Commencement***

Students understand and use the more advanced features of word processing, spreadsheets, and data-base software.

#### Key Idea 2

Knowledge of the impacts and limitations of information systems is essential to its effective and ethical use

#### Performance Indicators

##### ***Elementary***

Students will understand that computers are used to store personal information.

# **PBS TeacherLine New York**

## **TECH 315: Using the Computer for Coopersative Experiences**

### **New York State Learning Standards: Math, Science & Technology – Standard 5 – Technology**

Students will apply technological knowledge and skills to design, construct, use, and evaluate products and systems to satisfy human and environmental needs.

#### Key Idea 3

Computers, as tools for design, modeling, information processing, communication, and system control, have greatly increased human productivity and knowledge.

#### ***Elementary***

Students identify and describe the function of the major components of a computer system

#### ***Intermediate***

Students use a computer system to connect to and access needed information from various Internet sites.

#### ***Commencement***

Students select a computer system that meets personal needs.

Students attach a modem to a computer system and telephone line, set up and use communications software, connect to various on-line networks, including the Internet, and access needed information using e-mail, telnet, gopher, ftp, and web searches.

# **PBS TeacherLine New York**

## **TECH 315: Using the Computer for Coopersative Experiences**

### **New York State Learning Standards: English Language Arts - Standard 1— Language for Information and Understanding**

Students will listen, speak, read, and write for information and understanding. As listeners and readers, students will collect data, facts, and ideas; discover relationships, concepts, and generalizations; and use knowledge generated from oral, written, and electronically produced texts. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to acquire, interpret, apply, and transmit information.

#### **Listening and Reading**

##### Key Idea 1

Listening and reading to acquire information and understanding involves collecting data, facts, and ideas; discovering relationships, concepts, and generalizations; and using knowledge from oral, written, and electronic sources.

##### ***Elementary***

Students gather and interpret information from children’s reference books, magazines, textbooks, electronic bulletin boards, audio and media presentations, oral interviews, and from such forms as charts, graphs, maps, and diagrams

##### ***Intermediate***

Students interpret and analyze information from textbooks and nonfiction books for young adults, as well as reference materials, audio and media presentations, oral interviews, graphs, charts, diagrams, and electronic data bases intended for a general audience

Students compare and synthesize information from different sources

##### ***Commencement***

Students interpret and analyze complex informational texts and presentations, including technical manuals, professional journals, newspaper and broadcast editorials, electronic networks, political speeches and debates, and primary source material in their subject area courses

Students synthesize information from diverse sources and identify complexities and discrepancies in the information

# **PBS TeacherLine New York**

## **TECH 315: Using the Computer for Coopersative Experiences**

### **New York State Learning Standards: English Language Arts - Standard 2: Language for literary response and expression.**

Students will read and listen to oral, written, and electronically produced texts and performances from American and world literature; relate texts and performances to their own lives; and develop an understanding of the diverse social, historical, and cultural dimensions the texts and performances represent. As speakers and writers, students will use oral and written language that follows the accepted conventions of the English language for self-expression and artistic creation

#### **Speaking and Writing**

##### Key Idea 2

Speaking and writing for literary response involves presenting interpretations, analyses, and reactions to the content and language of a text. Speaking and writing for literary expression involves producing imaginative texts that use language and text structures that are inventive and often multi-layered

##### ***Elementary***

Students observe the conventions of grammar and usage, spelling, and punctuation

##### ***Intermediate***

Students use standard English effectively

##### ***Commencement***

Students use standard English skillfully and with an individual style.

### **New York State Learning Standards: English Language Arts – Standard 3— Language for critical analysis and evaluation.**

Students will listen, speak, read, and write for critical analysis and evaluation. As listeners and readers, students will analyze experiences, ideas, information, and issues presented by others using a variety of established criteria. As speakers and writers, they will use oral and written language that follows the accepted conventions of the English language to present, from a variety of perspectives, their opinions and judgments on experiences, ideas, information and issues

#### **Listening and Reading**

##### Key Idea 1

Listening and reading to analyze and evaluate experiences, ideas, information, and issues requires using evaluative criteria from a variety of perspectives and recognizing the difference in evaluations based on different sets of criteria.

##### ***Elementary***

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Students read and form opinions about a variety of literary and informational texts and presentations, as well as persuasive texts such as advertisements, commercials, and letters to the editor

### ***Intermediate***

Students analyze, interpret, and evaluate information, ideas, organization, and language from academic and nonacademic texts, such as textbooks, public documents, book and movie reviews, and editorials

### ***Commencement***

Students analyze, interpret, and evaluate ideas, information, organization, and language of a wide range of general and technical texts and presentations across subject areas, including technical manuals, professional journals, political speeches, and literary criticism.

## **Speaking and Writing**

### Key Idea 2

Speaking and writing for critical analysis and evaluation requires presenting opinions and judgments on experiences, ideas, information, and issues clearly, logically, and persuasively with reference to specific criteria on which the opinion or judgment is based

### ***Elementary***

Students express opinions (in such forms as oral and written reviews, letters to the editor, essays, or persuasive speeches) about events, books, issues, and experiences, supporting their opinions with some evidence

### ***Intermediate***

Students present (in essays, position papers, speeches, and debates) clear analyses of issues, ideas, texts, and experiences, supporting their positions with well-developed arguments

Students use standard English, precise vocabulary, and presentational strategies effectively to influence an audience

### ***Commencement***

Students present orally and in writing well-developed analyses of issues, ideas, and texts, explaining the rationale for their positions and analyzing their positions from a variety of perspectives in such forms as formal speeches, debates, thesis/support papers, literary critiques, and issues analyses

Students make effective use of details, evidence, and arguments and of presentational strategies to influence an audience to adopt their position

Students use standard English, a broad and precise vocabulary, and the conventions of formal oratory and debate.

# **PBS TeacherLine New York**

## **TECH 315: Using the Computer for Coopersative Experiences**

### **New York State Learning Standards: English Language Arts - Standard 4 – Language for Social Interaction**

Students will listen, speak, read, and write for social interaction. Students will use oral and written language that follows the accepted conventions of the English language for effective social communication with a wide variety of people. As readers and listeners, they will use the social communications of others to enrich their understanding of people and their views

#### **Listening and Reading**

##### Key Idea 2

Written communication for social interaction requires using written messages to establish, maintain, and enhance personal relationships with others.

##### ***Elementary***

Students exchange friendly notes, cards, and letters with friends, relatives, and pen pals to keep in touch and to commemorate special occasions

Students adjust their vocabulary and style to take into account the nature of the relationship and the knowledge and interests of the person receiving the message

##### ***Intermediate***

Students write social letters, cards, and electronic messages to friends, relatives, community acquaintances, and other electronic network users

Students use appropriate language and style for the situation and the audience and take into account the ideas and interests expressed by the person receiving the message

Students read and discuss social communications and electronic communications of other writers and use some of the techniques of those writers in their own writing

##### ***Commencement***

Students use a variety of print and electronic forms for social communication with peers and adults

Students make effective use of language and style to connect the message with the audience and context

**PBS TeacherLine New York**  
**TECH 315: Using the Computer for Coopersative Experiences**  
**Health, Physical Education, and Home Economics**

**New York State Learning Standards: Health, Physical Education, and Home Economics- Standard 3 – Resource Management**

Students will understand and be able to manage their personal and community resources

Key Idea 1

Students will understand the influence of culture, media, and technology in making decisions about personal and community health issues. They will know about and use valid health information, products, and services. Students will advocate for healthy families and communities.

**Home Economics**

***Commencement***

Students develop job skills (e.g., communication, effective time management, problem solving, and leadership).