



Technology and Information Literacy

Design

Designed World

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Students apply a number of problem-solving strategies demonstrating the nature of design, the role of engineering and the role of assessment.

Students understand how the physical, informational and bio-related technological systems of the designed world are brought about by the design process. Critical to this will be students' understanding of their role in the designed world: its processes, products, standards, services, history, future, impact, issues and career connections.

What makes a person information literate? What makes a resource reliable? What makes information relevant?

How can the design process aid in understanding? How does design influence use? How does use influence design?

Do people drive systems or do systems drive people? How do people drive progress and innovation?

8. Use a simple research process model which includes deciding what to sue, finding resources, using information and checking work to generate a product with teacher assistance.

9. Study and explore how products are invented and improved.

10. Demonstrate an understanding of the goals of informational technologies (SS #7-8)

11. Demonstrate an understanding of the goals of physical technologies (i.e. construction) Science #7).

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