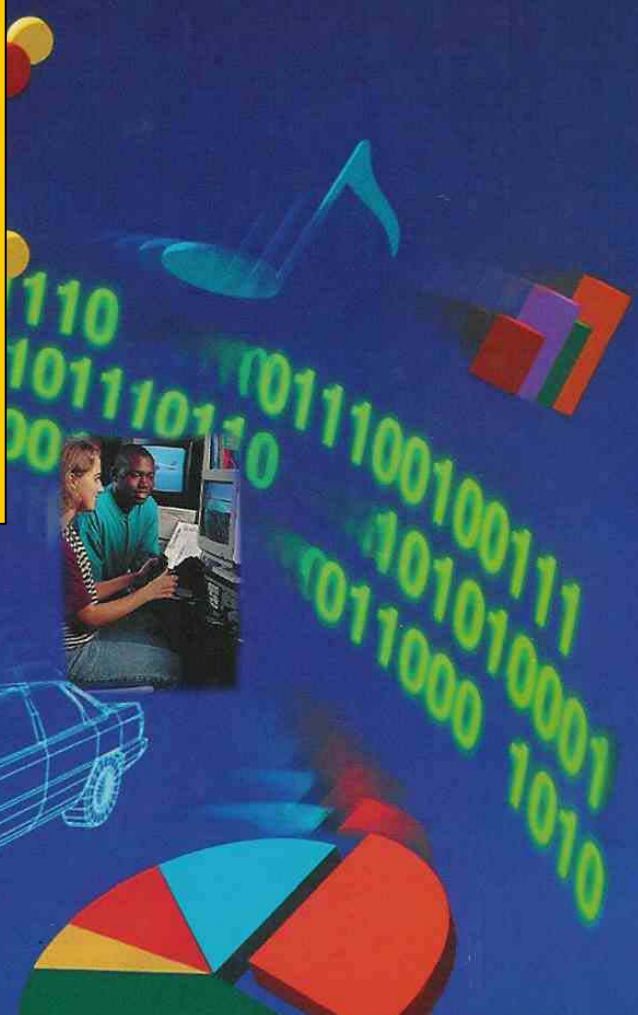


# KENTUCKY

# Technology Interactions

**Correlation with the Kentucky Introduction to Communication, Introduction to Production, and Introduction to Transportation courses, SCANS, National Standards of Technological Literacy, and Responses to Business Evaluation Tool**

**Adoption Group V  
Commonwealth of  
Kentucky  
2004-2010**



## Introduction to Communication

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
2.7, 2.8	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>gather information and communicate by measuring, reading, and analyzing drawings.</li> </ul>	<p><b>SE:</b> 21, 34, 105-106, 166-169, 249, 377, 430-431  <i>Linking to Communication:</i> 35, 105  <i>Explore:</i> 102  <i>Linking to Math:</i> 169</p> <p><b>TRG:</b> H 77-78, 79  T 123  A 124  EV 124  R 124  E 124  C 124  F 123</p>
1.16, 6.2	<ul style="list-style-type: none"> <li>explore available information technologies, their functions and capabilities.</li> </ul>	<p><b>SE:</b> 21, 99-103, 103-110, 114-116, 116-118, 119-124, 430-434  <i>Linking to Math:</i> 101, 431  <i>Explore</i> 102, 108, 110  <i>Linking to Communication:</i> 105  <i>Linking to Science:</i> 107, 117</p> <p><b>TRG:</b> H 77-78, 79  T 123, 125  A 124, 126  EV 124, 126  R 124, 126  E 124, 126  C 124, 126  F 123, 125</p>

## Introduction to Communication

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
1.1, 1.2	<ul style="list-style-type: none"> <li>develop technical writing skills using appropriate forms, conventions and styles to communicate ideas and information to different audiences for different purposes.</li> </ul>	<p><b>SE:</b> 21, 78, 101-103  <i>Explore:</i> 74, 102  <i>Apply What You've Learned:</i> 80-81  <i>Linking to Communication:</i> 93, 127, 162, 194, 319</p> <p><b>TRG:</b> H 92  T 119  A 120  EV 120  R 120  E 120  C 120  F 119</p>
1.16, 6.2	<ul style="list-style-type: none"> <li>make sense of and communicate ideas through state of the art technologies.</li> </ul>	<p><b>SE:</b> 21, 78, 101-103  <i>Explore</i> 74, 102  <i>Apply What You've Learned:</i> 80-81  <i>Linking to Communication:</i> 93, 127, 162, 194, 319</p> <p><b>TRG:</b> H 92  T 119  A 120  EV 120  R 120  E 120  C 120  F 119</p>

## Introduction to Communication

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<b>1.16, 1.1</b>	<ul style="list-style-type: none"> <li>use computers and other kinds of technology to collect, organize and communicate information and ideas.</li> </ul>	<p><b>SE:</b> 21, 99-103, 103-110, 114-116, 116-118, 119-124, 430-434  <i>Linking to Math:</i> 101, 431  <i>Explore</i> 102, 108, 110  <i>Linking to Communication:</i> 105  <i>Linking to Science:</i> 107, 117</p> <p><b>TRG:</b> H 77-78, 79  T 123, 125  A 124, 126  EV 124, 126  R 124, 126  E 124, 126  C 124, 126  F 123, 125</p>
<b>1.1</b>	<ul style="list-style-type: none"> <li>use communication technology terminology correctly.</li> </ul>	<p><b>SE:</b> 49, 50, 54, 57, 60, 68, 71, 75, 89  <i>Linking to Communication:</i> 105, 162</p> <p><b>TRG:</b> N/A</p>

## Introduction to Communication

ACADEMIC EXPECTATIONS	CONTENT/PROCESS	PAGE REFERENCES
<b>1.11, 2.2</b>	<ul style="list-style-type: none"> <li>describe intended and unintended consequences of the application of technological solutions to a variety of problems and identify.</li> </ul>	<p><b>SE:</b> 25, 158-178, 187-202, 265-278, 288-306, 370-388  <i>A Closer Look:</i> 165-166  <i>Explore:</i> 172-173  <i>Apply What You've Learned:</i> 176-177</p> <p><b>TRG:</b> T 131, 133, 141  A 132, 134, 142  EV 132, 134, 142  R 132, 134, 142  E 132, 134, 142  C 132, 134, 142  F 131, 133, 141</p>
<b>2.20, 6.2</b>	<ul style="list-style-type: none"> <li>evaluate the consequences of communication-related technological inventions and innovations on people, society, culture, and the environment.</li> </ul>	<p><b>SE:</b> 24, 61, 79, 93, 109, 131</p> <p><b>TRG:</b> T 117, 119, 121, 123  A 118, 120, 122, 124  EV 118, 120, 122, 124  R 118, 120, 122, 124  E 118, 120, 122, 124  C 118, 120, 122, 124  F 117, 119, 121, 123</p>

<b>Introduction to Communication</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.20, 2.16</b>	<ul style="list-style-type: none"> <li>analyze current and emerging issues (e.g., ethical, social, legal, environmental, political, and privacy) related to communication technology.</li> </ul>	<b>SE:</b> 25, 61, 79, 93, 109, 131  <b>TRG:</b> T 117, 119, 121, 123 A 118, 120, 122, 124 EV 118, 120, 122, 124 R 118, 120, 122, 124 E 118, 120, 122, 124 C 118, 120, 122, 124 F 117, 119, 121, 123
<b>1.16, 2.1</b>	<ul style="list-style-type: none"> <li>apply core knowledge and technological concepts to solve technical problems in communication.</li> </ul>	<b>SE:</b> 15, 17-29, 31-45, 47, 48-65, 67-83, 85-97, 99-113, 115-135  <b>TRG:</b> T 117, 119, 121, 123 A 118, 120, 122, 124 EV 118, 120, 122, 124 R 118, 120, 122, 124 E 118, 120, 122, 124 C 118, 120, 122, 124 F 117, 119, 121, 123

<b>Introduction to Communication</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>5.1, 6.3</b>	<ul style="list-style-type: none"> <li>develop and use problem solving and decision making skills to invent, design, and modify communication devices and systems.</li> </ul>	<p><b>SE:</b> 30-44, 54, 308-310, 377-385, 455, 469, 467  <i>Linking to Communication:</i> 21, 31, 35, 72  <i>Careers In:</i> 44</p> <p><b>TRG:</b> T 107  A 108  EV 108  R 108  E 108  C 108  F 107</p>
<b>5.5</b>	<ul style="list-style-type: none"> <li>effectively and safely use tools, machines, and materials.</li> </ul>	<p><b>SE:</b> 17, 38, 49, 144, 236, 239, 240, 252, 253, 254, 311-314</p> <p><b>TRG:</b> H 45-46, 54, 55, 56, 57  T 107  A 108  EV 108  R 108  E 108  C 108  F 107</p>
<b>5.4</b>	<ul style="list-style-type: none"> <li>demonstrate employability and social skills relative to careers.</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 44, 64, 96, 202, 226, 244, 324, 385, 440</p> <p><b>TRG:</b> H 83, 84, 85-86, 88, 89-90, 91, 92, 93-94</p>

<b>Introduction to Communication</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.15, 5.4</b>	<ul style="list-style-type: none"> <li>develop personal and professional leadership through participation in KTSA.</li> </ul>	<b>SE:</b> N/A <b>TRG:</b> H 87
<b>2.38</b>	<ul style="list-style-type: none"> <li>apply concepts from mathematics, science, and communications in the context of technology education.</li> </ul>	<b>SE:</b> <i>Linking to Science:</i> 24, 54, 79, 166, 190, 217, 258, 311, 382, 421 <i>Linking to Math:</i> 39, 52, 75, 90, 101, 188, 210, 241, 382, 446 <i>Linking to Communication:</i> 21, 72, 93, 105, 127, 231, 274, 310, 319, 375 <i>Apply What You've Learned:</i> 42-43, 94-95 <b>TRG:</b> N/A

<b>Introduction to Production</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.7, 2.8</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>gather information and communicate by creating, measuring, reading, and analyzing drawings.</li> </ul>	<p><b>SE:</b> 21, 34, 105-106, 166-169, 249, 377, 430-431  <i>Linking to Communication:</i> 35, 105  <i>Explore:</i> 102  <i>Linking to Math:</i> 169</p> <p><b>TRG:</b> H 77-78, 79  T 123  A 124  EV 124  R 124  E 124  C 124  F 123</p>
<b>1.16, 5.5</b>	<ul style="list-style-type: none"> <li>use computers and other kinds of technology to collect, organize and communicate information and ideas.</li> </ul>	<p><b>SE:</b> 21, 99-103, 103-110, 114-116, 116-118, 119-124, 430-434  <i>Linking to Math:</i> 101, 431  <i>Explore:</i> 102, 108, 110  <i>Linking to Communication:</i> 105  <i>Linking to Science:</i> 107, 117</p> <p><b>TRG:</b> H 77-78, 79  T 123, 125  A 124, 126  EV 124, 126  R 124, 126  E 124, 126  C 124, 126  F 123, 125</p>

<b>Introduction to Production</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>1.3, 2.20</b>	<ul style="list-style-type: none"> <li>identify and become aware of ways production-related technology has been used to meet human needs in the home, school, community and workplace.</li> </ul>	<p><b>SE:</b> 152-153, 166-172, 174-175  <i>Explore:</i> 146-147, 150-151, 172-173  <i>Apply What You've Learned:</i> 154-155, 176-177  <i>A Closer Look:</i> 164-166</p> <p><b>TRG:</b> H 129  T 127, 131  A 128, 132  EV 128, 132  R 128, 132  E 128, 132  C 128, 132  F 127, 131</p>
<b>1.11, 2.2</b>	<ul style="list-style-type: none"> <li>describe intended and unintended consequences of the application of technological solutions to a variety of problems and identify appropriate and inappropriate applications of production technology.</li> </ul>	<p><b>SE:</b> 25, 158-178  <i>A Closer Look:</i> 164-165  <i>Explore:</i> 172-173  <i>Apply What You've Learned:</i> 176-177</p> <p><b>TRG:</b> H 129  T 127, 131  A 128, 132  EV 128, 132  R 128, 132  E 128, 132  C 128, 132  F 127, 131</p>

<b>Introduction to Production</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.20, 6.2</b>	<ul style="list-style-type: none"> <li>evaluate the consequences of production-related technological inventions and innovations on people, society, culture, and the environment.</li> </ul>	<b>SE:</b> 152, 153, 174, 175  <b>TRG:</b> H 129 T 127, 131 A 128, 132 EV 128, 132 R 128, 132 E 128, 132 C 128, 132 F 127, 131
<b>2.20, 2.16</b>	<ul style="list-style-type: none"> <li>analyze current and emerging issues (e.g., ethical, social, legal, environmental, political, and privacy) related to production technology.</li> </ul>	<b>SE:</b> 152, 153, 174, 175  <b>TRG:</b> H 129 T 127, 131 A 128, 132 EV 128, 132 R 128, 132 E 128, 132 C 128, 132 F 127, 131

<b>Introduction to Production</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>1.16, 6.3</b>	<ul style="list-style-type: none"> <li>apply core knowledge and technological concepts to solve technical problems in production.</li> </ul>	<p><b>SE:</b> 137, 138-140, 140-146, 146-151, 151-153, 158-161, 161-162, 163-166, 166-173, 173-175  <i>Apply What You've Learned:</i> 154-155, 176-177  <i>Explore:</i> 146-147  <i>A Closer Look:</i> 164-165</p> <p><b>TRG:</b> H 129  T 127, 131  A 128, 132  EV 128, 132  R 128, 132  E 128, 132  C 128, 132  F 127, 131</p>
<b>5.5, 6.3</b>	<ul style="list-style-type: none"> <li>develop and use problem solving and decision making skills to invent, design, and modify production devices and systems.</li> </ul>	<p><b>SE:</b> 30-44, 308-310, 377-385, 455, 469, 467  <i>Linking to Communication:</i> 21, 31, 35, 72  <i>Careers In:</i> 44</p> <p><b>TRG:</b> H 129  T 127, 131  A 128, 132  EV 128, 132  R 128, 132  E 128, 132  C 128, 132  F 127, 131</p>

<b>Introduction to Production</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>5.5</b>	<ul style="list-style-type: none"> <li>effectively and safely use tools, machines, and materials.</li> </ul>	<b>SE:</b> 17, 38, 49, 144, 236, 239, 240, 252, 253, 254, 311-314  <b>TRG:</b> H 45-46, 54, 55, 56, 57, 129 T 127, 131 A 128, 132 EV 128, 132 R 128, 132 E 128, 132 C 128, 132 F 127, 131
<b>2.38</b>	<ul style="list-style-type: none"> <li>develop personal and professional leadership skills through participation in Kentucky Technology Student Association (KTSA) student organization activities.</li> </ul>	<b>SE:</b> N/A  <b>TRG:</b> H 87
<b>2.18, 2.16</b>	<ul style="list-style-type: none"> <li>understand the dynamic nature of production technology and analyze and interpret historical events, conditions, trends and issues to develop perspective on the impacts of production of goods and structures on people, society, culture, and the environment.</li> </ul>	<b>SE:</b> 45-46, 54, 55, 56, 57  <b>TRG:</b> H 129 T 127, 131 A 128, 132 EV 128, 132 R 128, 132 E 128, 132 C 128, 132 F 127, 131

<b>Introduction to Production</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.36, 2.15</b>	<ul style="list-style-type: none"> <li>identify opportunities, characteristics, and preparation requirements for current and emerging occupations in production-related industries.</li> </ul>	<p><b>SE:</b> <i>Careers In:</i> 156, 178 <i>Linking to the Workplace:</i> 156, 178</p> <p><b>TRG:</b> H 83, 84, 85-86, 88, 89-90, 91, 92, 93-94, 159-205 T 127, 131 A 128, 132 EV 128, 132 R 128, 132 E 128, 132 C 128, 132 F 127, 131</p>
<b>2.37, 2.38</b>	<ul style="list-style-type: none"> <li>develop strategies and work habits that will lead to success and prepare the student for a future in a technological world.</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 44, 64, 96, 202, 226, 244, 324, 385, 440</p> <p><b>TRG:</b> H 83, 84, 85-86, 88, 89-90, 91, 92, 93-94</p>
<b>2.29</b>	<ul style="list-style-type: none"> <li>demonstrate employability and social skills relative to careers.</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 44, 64, 96, 202, 226, 244, 324, 385, 440</p> <p><b>TRG:</b> H 83, 84, 85-86, 88, 89-90, 91, 92, 93-94</p>

<b>Introduction to Production</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>6.2, 6.3</b>	<ul style="list-style-type: none"> <li>• apply concepts from mathematics, science, and communications in the context of technology education.</li> </ul>	<p><b>SE:</b> <i>Linking to Science:</i> 24, 54, 79, 166, 190, 217, 258, 311, 382, 421  <i>Linking to Math:</i> 39, 52, 75, 90, 101, 188, 210, 241, 382, 446  <i>Linking to Communication:</i> 21, 72, 93, 105, 127, 231, 274, 310, 319, 375  <i>Apply What You've Learned:</i> 42-43, 94-95</p> <p><b>TRG:</b> N/A</p>

<b>Introduction to Transportation</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>1.3, 2.20</b>	<p><b>Students will:</b></p> <ul style="list-style-type: none"> <li>identify and become aware of ways transportation-related technology has been used to meet human needs in the home, school, community, and workplace.</li> </ul>	<p><b>SE:</b> 181, 196, 197, 222, 223, 240, 241</p> <p><b>TRG:</b> T 133, 135 A 134, 136 EV 134, 136 R 134, 136 E 134, 136 C 134, 136 F 133, 135</p>
<b>1.11, 2.2</b>	<ul style="list-style-type: none"> <li>describe intended and unintended consequences of the application of technological solutions to a variety of problems and identify appropriate and inappropriate applications of transportation technology.</li> </ul>	<p><b>SE:</b> 181, 196, 197, 222, 223, 240, 241</p> <p><b>TRG:</b> T 133, 135 A 134, 136 EV 134, 136 R 134, 136 E 134, 136 C 134, 136 F 133, 135</p>
<b>2.20, 5.5</b>	<ul style="list-style-type: none"> <li>evaluate the consequences of transportation-related technological inventions and innovations on people, society, culture, and the environment.</li> </ul>	<p><b>SE:</b> 181, 196, 197, 222, 223, 240, 241</p> <p><b>TRG:</b> T 133, 135 A 134, 136 EV 134, 136 R 134, 136 E 134, 136 C 134, 136 F 133, 135</p>

<b>Introduction to Transportation</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.16, 6.2</b>	<ul style="list-style-type: none"> <li>analyze current and emerging issues (e.g., ethical ,social, legal, environmental, political, and privacy) related to transportation technology.</li> </ul>	<p><b>SE:</b> 181, 196, 197, 222, 223, 240, 241</p> <p><b>TRG:</b> T 133, 135 A 134, 136 EV 134, 136 R 134, 136 E 134, 136 C 134, 136 F 133, 135</p>
<b>1.16, 6.3</b>	<ul style="list-style-type: none"> <li>apply core knowledge and technological concepts to solve technical problems in transportation.</li> </ul>	<p><b>SE:</b> 204-206, 207-218, 219-222, 222-223, 228-236, 237-240, 240-241</p> <p><i>Explore:</i> 208-209, 214-215, 231, 238-239</p> <p><i>Apply What You've</i></p> <p><i>Learned:</i> 224-225, 242-243</p> <p><b>TRG:</b> T 133, 135 A 134, 136 EV 134, 136 R 134, 136 E 134, 136 C 134, 136 F 133, 135</p>

<b>Introduction to Transportation</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>5.1, 5.5</b>	<ul style="list-style-type: none"> <li>develop and use problem solving and decision making skills to invent, design, and modify transportation devices and systems.</li> </ul>	<p><b>SE:</b> 204-206, 207-218, 219-222, 222-223, 228-236, 237-240, 240-241  <i>Explore:</i> 208-209, 214-215, 231, 238-239  <i>Apply What You've Learned:</i> 224-225, 242-243</p> <p><b>TRG:</b> T 133, 135  A 134, 136  EV 134, 136  R 134, 136  E 134, 136  C 134, 136  F 133, 135</p>
<b>5.5</b>	<ul style="list-style-type: none"> <li>effectively and safely use tools, machines, and materials.</li> </ul>	<p><b>SE:</b> 17, 38, 49, 144, 236, 239, 240, 252, 253, 254, 311-314</p> <p><b>TRG:</b> H 45-46, 54, 55, 56, 57, 129  T 133, 135  A 134, 136  EV 134, 136  R 134, 136  E 134, 136  C 134, 136  F 133, 135</p>

<b>Introduction to Transportation</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>1.16</b>	<ul style="list-style-type: none"> <li>understand that computers and software are versatile tools used to collect, organize, process, and communicate information and ideas.</li> </ul>	<p><b>SE:</b> 21, 99-103, 103-110, 114-116, 116-118, 119-124, 430-434  <i>Linking to Math:</i> 101, 431  <i>Explore</i> 102, 108, 110  <i>Linking to Communication:</i> 105  <i>Linking to Science:</i> 107, 117</p> <p><b>TRG:</b> H 69-79  T 133, 135  A 134, 136  EV 134, 136  R 134, 136  E 134, 136  C 134, 136  F 133, 135</p>
<b>2.1, 5.3</b>	<ul style="list-style-type: none"> <li>identify and analyze transportation-related technological systems and sub-systems and their interaction.</li> </ul>	<p><b>SE:</b> 204-206, 207-218, 219-222, 222-223, 228-236, 237-240, 240-241  <i>Explore:</i> 208-209, 214-215, 231, 238-239  <i>Apply What You've Learned:</i> 224-225, 242-243</p> <p><b>TRG:</b> T 133, 135  A 134, 136  EV 134, 136  R 134, 136  E 134, 136  C 134, 136  F 133, 135</p>

<b>Introduction to Transportation</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.17</b>	<ul style="list-style-type: none"> <li>interact effectively and work cooperatively with persons from diverse ethnic and cultural backgrounds.</li> </ul>	This content is not covered in <i>Technology Interactions</i> .
<b>2.36</b>	<ul style="list-style-type: none"> <li>identify opportunities, characteristics, and preparation requirements for current and emerging occupations in transportation-related industries.</li> </ul>	<b>SE:</b> <i>Careers In:</i> 202, 228, 244 <i>Linking to the Workplace:</i> 202, 228, 244  <b>TRG:</b> H 83, 84, 85-86, 88, 89-90, 91, 92, 93-94, 159-205 T 133, 135, 137 A 134, 136, 138 EV 134, 136, 138 R 134, 136, 138 E 134, 136, 138 C 134, 136, 138 F 133, 135, 137
<b>2.37</b>	<ul style="list-style-type: none"> <li>develop strategies and work habits that will lead to success and prepare the student for a future in a technological world.</li> </ul>	<b>SE:</b> <i>Linking to the Workplace:</i> 202, 228, 244  <b>TRG:</b> H 83, 84, 85-86, 88, 89-90, 91, 92, 93-94, 159-205

<b>Introduction to Transportation</b>		
<b>ACADEMIC EXPECTATIONS</b>	<b>CONTENT/PROCESS</b>	<b>PAGE REFERENCES</b>
<b>2.17</b>	<ul style="list-style-type: none"> <li>effectively use interpersonal and productive team member skills.</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 202, 228, 244</p> <p><b>TRG:</b> H 83, 84, 85-86, 88, 89-90, 91, 92, 93-94</p>
<b>2.37</b>	<ul style="list-style-type: none"> <li>demonstrate employability and social skills relative to careers.</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 44, 64, 96, 202, 226, 244, 324, 385, 440</p> <p><b>TRG:</b> H 83, 84, 85-86, 88, 89-90, 91, 92, 93-94</p>
<b>2.38</b>	<ul style="list-style-type: none"> <li>develop personal and professional leadership skills through participation in KTSA student organization activities.</li> </ul>	<p><b>SE:</b> N/A</p> <p><b>TRG:</b> H 87</p>
<b>6.2, 6.3</b>	<ul style="list-style-type: none"> <li>apply concepts from mathematics, science, and communications in the context of technology education.</li> </ul>	<p><b>SE:</b> <i>Linking to Science:</i> 24, 54, 79, 166, 190, 217, 258, 311, 382, 421  <i>Linking to Math:</i> 39, 52, 75, 90, 101, 188, 210, 241, 382, 446  <i>Linking to Communication:</i> 21, 72, 93, 105, 127, 231, 274, 310, 319, 375  <i>Apply What You've Learned:</i> 42-43, 94-95</p> <p><b>TRG:</b> N/A</p>

## SCANS

### A Three-Part Foundation

Basic Skills	PAGE REFERENCES
<p>Reads, writes, performs arithmetic and mathematical operations, listens and speaks</p> <ul style="list-style-type: none"> <li>• A. <u>Reading</u>—locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules</li> </ul>	<p><b>SE:</b> <i>Linking to Communication:</i> 21 <i>Linking to Science:</i> 41 <i>Apply What You've Learned:</i> 42-43</p> <p><b>TRG:</b> T 123, 147 E 124, 140 R 124, 131</p>
<ul style="list-style-type: none"> <li>• B. <u>Writing</u>—communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts</li> </ul>	<p><b>SE:</b> <i>Linking to Communication:</i> 21 <i>Explore:</i> 32-33</p> <p><b>TRG:</b> T 117, 119, 123, 135, 145 E 140</p>
<ul style="list-style-type: none"> <li>• C. <u>Arithmetic/Mathematics</u>—performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques</li> </ul>	<p><b>SE:</b> <i>Linking to Mathematics:</i> 39, 52, 75</p> <p><b>TRG:</b> T 107 PK 125 R 128</p>
<ul style="list-style-type: none"> <li>• D. <u>Listening</u>—receives, attends to, interprets, and responds to verbal messages and other cues</li> </ul>	<p><b>TRG:</b> E 120</p>
<ul style="list-style-type: none"> <li>• E. <u>Speaking</u>—organizes ideas and communicates orally</li> </ul>	<p><b>TRG:</b> R 126 T 127</p>

## SCANS

### A Three-Part Foundation

Thinking Skills	PAGE REFERENCES
<p>Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons</p> <ul style="list-style-type: none"> <li>• A. <u>Creative Thinking</u>—generates new ideas</li> </ul>	<p><b>SE:</b> <i>Explore:</i> 56-57 <i>Linking to Science:</i> 54</p> <p><b>TRG:</b> T 107, 139, 147 E 148</p>
<ul style="list-style-type: none"> <li>• B. <u>Decision Making</u>—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative</li> </ul>	<p><b>SE:</b> 39, 42-43 <i>Explore:</i> 32-33, 38 <i>Apply What You’ve Learned:</i> 110-111</p> <p><b>TRG:</b> T 119, 127</p>
<ul style="list-style-type: none"> <li>• C. <u>Problem Solving</u>—recognizes problems and devises and implements plan of action</li> </ul>	<p><b>SE:</b> 42-43 <i>Linking to Science:</i> 54</p> <p><b>TRG:</b> T 125, 139, 155 C 154</p>
<ul style="list-style-type: none"> <li>• D. <u>Seeing Things in the Mind’s Eye</u>—organizes, and processes symbols, pictures, graphs, objects, and other information</li> </ul>	<p><b>SE:</b> 42-43</p> <p><b>TRG:</b> R 148 T 119</p>
<ul style="list-style-type: none"> <li>• E. <u>Knowing How to Learn</u>—uses efficient learning techniques to acquire and apply new knowledge and skills</li> </ul>	<p><b>SE:</b> <i>Explore:</i> 92</p> <p><b>TRG:</b> T 123, 139</p>
<ul style="list-style-type: none"> <li>• F. <u>Reasoning</u>—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem</li> </ul>	<p><b>SE:</b> <i>Linking to Communication:</i> 72</p> <p><b>TRG:</b> T 125, 131, 143, 155</p>

<b>SCANS</b>	
<b>A Three-Part Foundation</b>	
<b>Personal Qualities</b>	<b>PAGE REFERENCES</b>
<p>Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty</p> <ul style="list-style-type: none"> <li>• A. <u>Responsibility</u>—exerts a high level of effort and perseveres towards goal attainment</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 82</p> <p><b>TRG:</b> T 127</p>
<ul style="list-style-type: none"> <li>• B. <u>Self-Esteem</u>—believes in own self-worth and maintains a positive view of self</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 82</p> <p><b>TRG:</b> T 127</p>
<ul style="list-style-type: none"> <li>• C. <u>Sociability</u>—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings</li> </ul>	<p><b>SE:</b> 35, 101 <i>Linking to the Workplace:</i> 82</p> <p><b>TRG:</b> T 127</p>
<ul style="list-style-type: none"> <li>• D. <u>Self-Management</u>—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 82</p> <p><b>TRG:</b> T 127</p>
<ul style="list-style-type: none"> <li>• E. <u>Integrity/Honesty</u>—chooses ethical courses of action</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 82</p> <p><b>TRG:</b> T 123</p>

<b>SCANS</b>	
<b>Five Workplace Competencies</b>	
<b>Resources</b>	<b>PAGE REFERENCES</b>
Identifies, organizes, plans, and allocates resources  <ul style="list-style-type: none"> <li>• <i>A. Time</i>—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules</li> </ul>	<b>SE:</b> <i>Linking to Mathematics:</i> 25  <b>TRG:</b> T 107
<ul style="list-style-type: none"> <li>• <i>B. Money</i>—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives</li> </ul>	<b>SE:</b> 25, 42-43 <i>Linking to Mathematics:</i> 25, 101 <i>Linking to the Workplace:</i> 64  <b>TRG:</b> N/A
<ul style="list-style-type: none"> <li>• <i>C. Material and Facilities</i>—Acquires, stores, allocates, and uses materials or space efficiently</li> </ul>	<b>SE:</b> 25  <b>TRG:</b> HO 113, 114
<ul style="list-style-type: none"> <li>• <i>D. Human Resources</i>—Assesses skills and distributes work accordingly, evaluates performance and provides feedback</li> </ul>	This content is not covered in <i>Technology Interaction</i> .

<b>SCANS</b>	
<b>Five Workplace Competencies</b>	
<b>Interpersonal</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• <i>A. Participates as Member of a Team</i>—contributes to group effort</li> </ul>	<p><b>SE:</b> 35 <i>Apply What You've Learned:</i> 94-95, 132-133</p> <p><b>TRG:</b> T 107, 127, 137 E 132</p>
<ul style="list-style-type: none"> <li>• <i>B. Teaches Others New Skills</i></li> </ul>	<p><b>SE:</b> <i>Explore</i> 92 <i>Applying What You've Learned:</i> 132-133</p> <p><b>TRG:</b> T 121 E 122</p>
<ul style="list-style-type: none"> <li>• <i>C. Serves Clients/Customers</i>—works to satisfy customers' expectations</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 82</p> <p><b>TRG:</b> HO 129-130</p>
<ul style="list-style-type: none"> <li>• <i>D. Exercises Leadership</i>—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies</li> </ul>	<p><b>SE:</b> <i>Linking to the Workplace:</i> 82</p> <p><b>TRG:</b> E 132</p>
<ul style="list-style-type: none"> <li>• <i>E. Negotiates</i>—works toward agreements involving exchange of resources, resolves divergent interests</li> </ul>	<p><b>SE:</b> 35</p> <p><b>TRG:</b> E 132</p>

<b>SCANS</b>	
<b>Five Workplace Competencies</b>	
<b>Interpersonal</b>	<b>PAGE REFERENCES</b>
<ul style="list-style-type: none"> <li>• <i>F. Works with Diversity</i>—works well with men and women from diverse backgrounds</li> </ul>	<p><b>SE:</b> 35  <i>Apply What You've Learned:</i> 94-95  <i>Linking to the Workplace:</i> 82</p> <p><b>TRG:</b> E 132  T 127</p>
<p>Acquires and uses information</p> <ul style="list-style-type: none"> <li>• <i>A. Acquires and Evaluates Information</i></li> </ul>	<p><b>SE:</b> 34, 105, 109  <i>Linking to Communication:</i> 72</p> <p><b>TRG:</b> R 124  T 103, 108, 123  F 123</p>
<ul style="list-style-type: none"> <li>• <i>B. Organizes and Maintains Information</i></li> </ul>	<p><b>SE:</b> 34  <i>Apply What You've Learned:</i> 110-111  <i>Explore:</i> 88, 92</p> <p><b>TRG:</b> T 108</p>
<ul style="list-style-type: none"> <li>• <i>C. Interprets and Communicates Information</i></li> </ul>	<p><b>SE:</b> 34  <i>Explore:</i> 92  <i>Applying What You've Learned:</i> 132-133</p> <p><b>TRG:</b> T 123</p>
<ul style="list-style-type: none"> <li>• <i>D. Uses Computers to Process Information</i></li> </ul>	<p><b>SE:</b> 34, 84-93  <i>Apply What You've Learned:</i> 110-111  <i>Explore:</i> 92</p> <p><b>TRG:</b> T 123  F 123</p>

<b>SCANS</b>	
<b>Five Workplace Competencies</b>	
<b>Systems</b>	<b>PAGE REFERENCES</b>
<p>Understands complex inter-relationships</p> <ul style="list-style-type: none"> <li>• <i>A. Understands Systems</i>—knows how social, organizational, and technological systems work and operates effectively with them</li> </ul>	<p><b>SE:</b> 23-24</p> <p><b>TRG:</b> PK 131 T 135 F 131 HO 99-105</p>
<ul style="list-style-type: none"> <li>• <i>B. Monitors and Corrects Performance</i>—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems’ performance and corrects malfunctions</li> </ul>	<p><b>SE:</b> 24-25, 109, 131 <i>Linking to Communication:</i> 35</p> <p><b>TRG:</b> T 131, 133 HO 129, 130</p>
<ul style="list-style-type: none"> <li>• <i>C. Improves or Designs Systems</i>—suggests modifications to existing systems and develops new or alternative systems to improve performance</li> </ul>	<p><b>SE:</b> 35</p> <p><b>TRG:</b> T 134, 137, 139 E 98</p>

<b>SCANS</b>	
<b>Five Workplace Competencies</b>	
<b>Technology</b>	<b>PAGE REFERENCES</b>
<p>Works with a variety of technologies</p> <ul style="list-style-type: none"> <li>• <i>A. Selects Technology</i>—chooses procedures, tools or equipment including computers and related technologies</li> </ul>	<p><b>SE:</b> 252, 311-314, 329</p> <p><b>TRG:</b> T 137</p>
<ul style="list-style-type: none"> <li>• <i>B. Applies Technology</i>—Understands overall intent and proper procedures for setup and operation of equipment</li> </ul>	<p><b>SE:</b> 311-314, 329</p> <p><b>TRG:</b> T 117, 135, 137</p>
<ul style="list-style-type: none"> <li>• <i>C. Maintains and Troubleshoots Equipment</i>—Prevents, identifies, or solves problems with equipment, including computers and other technologies</li> </ul>	<p><b>SE:</b> 24</p> <p><b>TRG:</b> E 98</p>

## National Standards of Technological Literacy

### The Nature of Technology

STANDARDS	PAGE REFERENCES
Standard 1: Students will develop an understanding of the characteristics and scope of technology.	<b>SE:</b> 17, 20-21, 190, 194, 196, 207-210, 216-218, 221-222, 309-320, 472 <b>TRG:</b> F 97 D 97
Standard 2: Students will develop an understanding of the core concepts of technology.	<b>SE:</b> 17, 20-21, 190, 194, 196, 207-210, 216-218, 221-222, 309-320, 472 <b>TRG:</b> F 97 D 97
Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.	<b>SE:</b> 348-464 <b>TRG:</b> F 97 D 97

<b>National Standards of Technological Literacy</b>	
<b>Technology and Society</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
Standard 4: Students will develop an understanding of the cultural, social, economic, and political effects of technology.	<b>SE:</b> 15, 47, 181, 436 <b>TRG:</b> F 97 D 97
Standard 5: Students will develop an understanding of the role of society in the development and use of technology.	<b>SE:</b> 15, 18, 28, 47, 61, 131, 152, 320, 343, 373, 385, 410 <b>TRG:</b> F 97 D 97
Standard 6: Students will develop an understanding of the role of society in the development and use of technology.	<b>SE:</b> 15, 18, 28, 47, 61, 131, 152, 320, 343, 373, 385, 410 <b>TRG:</b> F 97 D 97
Standard 7: Students will develop an understanding of the influence of technology on history.	<b>SE:</b> 17-18, 25 <b>TRG:</b> N/A

<b>National Standards of Technological Literacy</b>	
<b>Design</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
Standard 8: Students will develop an understanding of the attributes of design.	<b>SE:</b> 30-31 <i>Explore:</i> 32-33  <b>TRG:</b> T 97
Standard 9: Students will develop an understanding of engineering design.	<b>SE:</b> 371-372, 377-385  <b>TRG:</b> T 127
Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.	<b>SE:</b> 30-41, 308, 377-385  <b>TRG:</b> T 97, 127

<b>National Standards of Technological Literacy</b>	
<b>Abilities for a Technological World</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
Standard 11: Students will develop abilities to apply the design process.	<b>SE:</b> 30-31 <i>Explore:</i> 32-33  <b>TRG:</b> T 97
Standard 12: Students will develop abilities to use and maintain technological products and systems.	<b>SE:</b> 23-24  <b>TRG:</b> T 97
Standard 13: Students will develop abilities to assess the impact of products and systems.	<b>SE:</b> 24-25  <b>TRG:</b> T 97

<b>National Standards of Technological Literacy</b>	
<b>The Designed World</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
Standard 14: Students will develop an understanding of and be able to select and use medical technologies.	<b>SE:</b> 248-262 <b>TRG:</b> PS 139 F 139
Standard 15: Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.	<b>SE:</b> 17, 265-278, 279, 281 <b>TRG:</b> F 137
Standard 16: Students will develop an understanding of and be able to select and use energy and power technologies.	<b>SE:</b> 182-183 <b>TRG:</b> F 137 T 137
Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.	<b>SE:</b> 21, 84-96, 99, 115, 116-119, 128-129, 356-357, 466 <b>TRG:</b> T 121, 123 F 121, 123
Standard 18: Students will develop an understanding of and be able to select and use transportation technologies.	<b>SE:</b> 21, 205, 207-218, 219-222, 224-225, 472 <b>TRG:</b> T 133, 135 F 133, 135
Standard 19: Students will develop an understanding of and be able to select and use manufacturing technologies.	<b>SE:</b> 20, 61, 139, 151-152, 311, 313-320, 328-329 <b>TRG:</b> F 127 T 127

<b>National Standards of Technological Literacy</b>	
<b>The Designed World</b>	
<b>STANDARDS</b>	<b>PAGE REFERENCES</b>
Standard 20: Students will develop an understanding of and be able to select and use construction technologies.	<b>SE:</b> 20, 239, 363-364  <b>TRG:</b> F 131 T 131

## TRG Codes

E	Enrichment
C	Close
TM	Transparency Masters
H	Handouts
CC	Closing the Chapter
T	Teach
F	Focus
CP	Chapter Preview
PK	Previous Knowledge
A	Assess
EV	Evaluate
R	Reteach

# **Technology Education Evaluation Tool**

Instruction and Assessment	Comments
Identifies a Sense of Purpose	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. Each <i>Chapter Opener</i> in the Student Edition provides a brief introduction to the new material that will be covered in the chapter. Each chapter begins with a list of the skills and knowledge students can expect to have mastered once they have completed the chapter. Photographs expand and reinforce the business and economic concepts presented in each chapter.
Builds on Student Ideals	Teaching strategies for <i>Technology Interactions</i> are presented at the beginning of each chapter in the <i>Lesson Plan</i> section of the Teacher Resource Guide. A section entitled <i>Tying to Previous Knowledge</i> is located in the Lesson Plan section of each chapter which builds on student's previous knowledge of technological material.
Engages Students	Each chapter in the Student Edition begins with elements designed to quickly launch a student's focus and interest on the chapter's topic. Each <i>Chapter Opener</i> in the Student Edition provides a brief introduction to the new material that will be covered in the chapter. Each chapter begins with a list of the skills and knowledge students can expect to have mastered once they have completed the chapter. Photographs expand and reinforce the business and economic concepts presented in each chapter.

Instruction and Assessment (continued)	Comments
Develops Business Ideas	In <i>Glencoe Technology Interactions</i> , new learning is based on previous knowledge, with each new concept building on a prior experience. The instruction in the Student Edition follows an organized flow of concept development
Promotes Student Thinking	Both the Student Edition and the Instructor Guide provide numerous activities and suggestions to help you incorporate and integrate critical thinking skills you're teaching in your course. The <i>Explore</i> feature in the Student Edition contains information and questions that enable students to practice a variety of critical thinking skills such as problem solving, analyzing, evaluating, decision making, and synthesizing information. At the end of each chapter an <i>Apply What You've Learned</i> activity is provided which helps develop student's reasoning skills.
Assesses Student Progress	A large section of testing and assessment resources is available for <i>Glencoe Technology Interactions</i> to help you measure the progress of your students. The <i>Explore</i> feature in the Student Edition contains information and questions that enable students to practice a variety of critical thinking skills such as problem solving, analyzing, evaluating, decision making, and synthesizing information. At the end of each chapter an <i>Apply What You've Learned</i> activity is provided which helps develop student's reasoning skills. Objective tests are provided for each of the 22 chapters of the student test.

<p style="text-align: center;"><b>Instruction and Assessment (continued)</b></p>	<p style="text-align: center;"><b>Comments</b></p>
<p>Enhances The Learning Environment</p>	<p><i>Glencoe Technology Interactions</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, business skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>
<p>Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.</p>	<p><i>Glencoe Technology Interactions</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, business skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Instruction and Assessment (continued)	Comments
Common wealth Accountability Testing System (CATS) “like” Assessment is provided	Expanded tests which include matching and multiple choice questions are provided on the test generator on the <i>Teacher productivity CD-ROM</i> . It contains questions which are organized around learning objectives and categorized by chapter and unit.
Variety of Assessments (diagnostic, formative, summative, open response, multiple choice, individual, small group, oral, demonstrations, presentations, self and peer performance, portfolio prompts) is included.	A large section of testing and assessment resources is available for <i>Glencoe Technology Interactions</i> to help you measure the progress of your students. The <i>Explore</i> feature in the Student Edition contains information and questions that enable students to practice a variety of critical thinking skills such as problem solving, analyzing, evaluating, decision making, and synthesizing information. At the end of each chapter an <i>Apply What You’ve Learned</i> activity is provided which helps develop student’s reasoning skills. Objective tests are provided for each of the 22 chapters of the student test.
Includes activities and opportunities for integration of technology.	The <i>Technology Interactions Teacher Productivity CD-ROM</i> includes Power Point Slides to help students reinforce learning. Teacher and student resources are available at the <i>Glencoe’s Teaching Today Website</i> which features daily teaching tips, free downloadable materials, annotated Web resources, educational news, and more. The site contains a wealth of information on topics from high stakes testing to classroom management.

Instruction and Assessment	Comments
<p>Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)</p>	<p><i>Glencoe Technology Interactions</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality technology education course for your students. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Glencoe Technology Interactions</i>.</p>
<p>Differentiation techniques and activities suggested.</p>	<p><i>Glencoe Technology Interactions</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, business skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels.</p>

Content–Technology Education	Comments
Nature of Technology	Each section of the Student Edition begins with an <i>Introduction To...</i> which outlines the objectives of the chapter and explains the benefits of technological literacy.
Technology and Society	In <i>Glencoe Technology Interactions</i> , students are provided with a detailed explanation of technology’s impact on society. A <i>Technology and Society</i> section is found in the introduction to each section of the Student Edition. Special <i>Linking to the Community</i> are found throughout the Student Edition to show students how society impacts their community in different ways.
Design	The design process is outlined in detail in Chapter 2 of the Student Edition. Students are presented with design concepts and are expected to use the design process to solve real problems and implement solutions in the <i>Apply What You’ve Learned</i> sections found in the Student Edition of <i>Glencoe Technology Interactions</i> .
Abilities for a Technological World	In <i>Technology Interactions</i> , students explore the future of technology and discuss how new developments in technology will be reflected in new products. Technology’s impact on society, the economy, politics, and the environment are explored.

<b>Content-Technology Education (continued)</b>	<b>Comments</b>
The Design World	The design process is outlined in detail in Chapter 2 of the Student Edition. Students are presented with design concepts and are expected to use the design process to solve real problems and implement solutions in the <i>Apply What You've Learned</i> sections found in the Student Edition of <i>Glencoe Technology Interactions</i> .

<b>Organization and Structure</b>	<b>Comments</b>
Organization is logical and allows for spiraling of content.	<i>Glencoe Technology Interactions</i> is composed of 22 chapters. Each chapter follows a straightforward format, beginning with <i>Learning Objectives</i> . <i>Careers In</i> and <i>Linking to...</i> sections help students connect what they learn to the real world of technology. Each chapter closes with a <i>Chapter Review</i> which provides a review of important terms and technological concepts, as well as a variety of activities.
Vocabulary and key terms are clearly defined and easily accessible within each lesson.	Each chapter begins with a list of the <i>Key Terms</i> presented in the chapter. These key terms are printed in bold-face type the first time they are introduced and defined within the text.
Visual illustrations (e.g. graphs, charts, models) and examples are clearly presented and content-related	Graphs, charts, and models are used throughout the book to illustrate concepts. Examples are related to the content of the chapter.

<p style="text-align: center;"><b>Organization and Structure (continued)</b></p>	<p style="text-align: center;"><b>Comments</b></p>
<p>Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).</p>	<p>A variety of situations that reflect diversity are presented throughout the text.</p>
<p>Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.</p>	<p><i>Glencoe Technology Interactions</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development. The result is an up-to-date, solid foundation for an engaging, stimulating, and high-quality technology education course for your students. Hands-on activities, technology, and problem-solving situations are integrated throughout <i>Glencoe Technology Interactions</i>.</p>
<p>Student materials seem durable and conducive to daily use.</p>	<p>The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.</p>
<p>Includes sufficient glossary, index and appendices.</p>	<p>The <i>Index</i> can be found on pages 473-491. The <i>Glossary</i> can be found on pages 466-472.</p>
<p>Employs accurate grammar and spelling.</p>	<p><i>Glencoe Technology Interactions</i> has achieved the highest degree of accuracy through rigorous scientifically-based research. This edition is the product of the most recent research studies, teacher feedback, and detailed editorial development.</p>

<b>Organization and Structure (continued)</b>	<b>Comments</b>
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	The correlation between <i>Glencoe Technology Interactions</i> and the NCTM is strong.

<b>Resource Materials</b>	<b>Comments</b>
Teacher materials coordinate easily with student materials (e.g. additional resources included at point of need, student pages shown, integration of technology indicated).	Each chapter in the Instructor Resource Guide begins with a detailed lesson plan which includes a focus for the lesson and teaching suggestions for the chapter content.
Activities are included that adapt to the various learning styles, intelligences, and interest / ability levels.	<i>Glencoe Technology Interactions</i> offers engaging, relevant, and appropriate content for the widest range of learners – from young scholars and athletes to visual learners and low achievers. The research-based content is presented in a visually dynamic style that will engage and motivate your students. The program has been designed to offer a variety of lesson plan options and embedded assessment that develop the knowledge, business and economic skills, behaviors, and problem-solving skills of all your students – regardless of their learning styles and ability levels. A Building Skills and Learning Approaches section is included in the Instructor Resource Guide on pages 31-34 to help teachers meet all ability levels and learning styles.

<p style="text-align: center;"><b>Organization and Structure (continued)</b></p>	<p style="text-align: center;"><b>Comments</b></p>
<p>Extension activities including adaptations and accommodations for students with special needs.</p>	<p>In order to help you provide all your students with a positive learning experience, <i>Glencoe Technology Interactions</i> provides a variety of activities. This diversity will stimulate student interest, motivate learning, and facilitate understanding. <i>Meeting Special Needs</i> is included in the Instructor Resource Guide on pages 39-40 to help teachers meet all needs of the students in their classrooms. <i>Tips for Instruction</i> are included in this section.</p>
<p>Resources provide objectives, background information, common student errors, hints, advice for lesson implementation and real-world connections, connections with career and / technology and references (e.g. solution manuals, study guides).</p>	<p>Each chapter follows a straightforward format, beginning with a list of objectives and background information in <i>Fascinating Facts</i> to help students connect what they learn to the real world of technology. Real-world connections and connections with careers can be found throughout the Student Edition and Instructor Resource Guide. A multitude of references are available.</p>
<p>Suggestions are made for integration of themes and / or interdisciplinary instruction.</p>	<p>The <i>Linking To...</i> sections found throughout the Student Edition help students apply their technological concepts to different academic areas such as mathematics, communication and science.</p>
<p>Integration opportunities suggested and examples given.</p>	<p>The <i>Linking To...</i> sections found throughout the Student Edition help students apply their technological concepts to different academic areas such as mathematics, communication and science.</p>

<b>Resource Materials (continued)</b>	<b>Comments</b>
Teacher resources are available online.	Teacher resources are available in the Instructor Resource Guide located on pages 26-27.



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