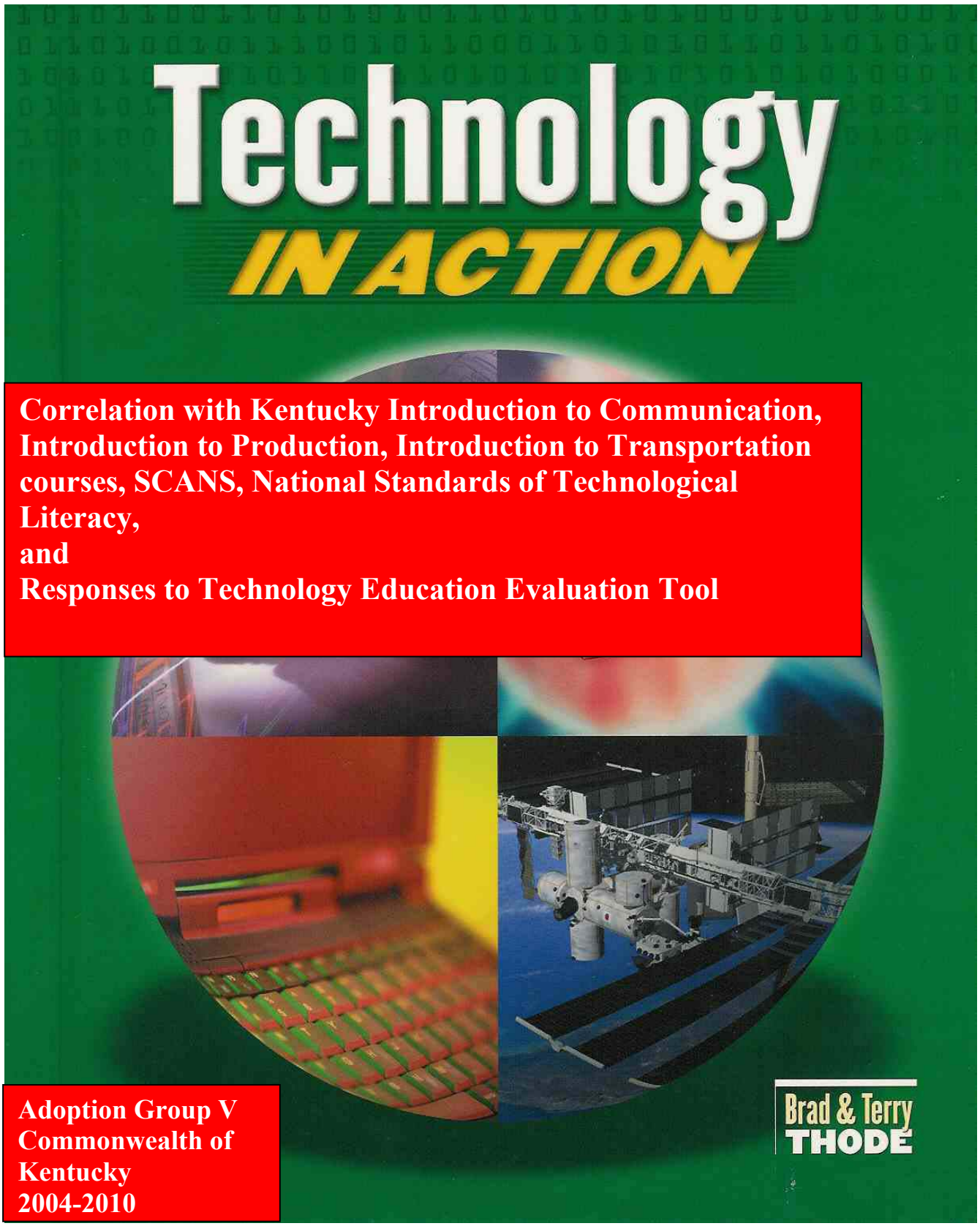
KENTUCKY


Technology
IN ACTION
Correlation with Kentucky Introduction to Communication, Introduction to Production, Introduction to Transportation courses, SCANS, National Standards of Technological Literacy,
and
Responses to Technology Education Evaluation Tool
Adoption Group V
Commonwealth of Kentucky
2004-2010
Brad & Terry
THODE

Introduction to Communication		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
2.7, 2.8	**Students will:** • gather information and communicate by measuring, reading, and analyzing drawings.	**SE:** 34, 110-112, 194, 340-341, 345-348 *Action Activity:* 342-343, 349-350 *Exploring Careers:* 359 **TRG:** C 82 E 82 H 258 TM 234, 235
1.16, 6.2	• explore available information technologies, their functions and capabilities.	**SE:** 34, 91-92, 96-97, 100-101, 104-105, 340-341 *Action Activity:* 36-37, 93-95, 98-99, 102-103, 342-343 **TRG:** C 78 CC 73 F 77 T 76, 77, 78
1.1, 1.2	• develop technical writing skills using appropriate forms, conventions and styles to communicate ideas and information to different audiences for different purposes.	**SE:** 344-345, 358 *Action Activity:* 349-350 **TRG:** A 151 C 151 T 151

Introduction to Communication		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
1.16, 6.2	• make sense of and communicate ideas through state of the art technologies.	**SE:** 48, 50-51, 337-339, 340-341, 351-355 *Action Activity:* 56-57, 356-357 *Communication Connection:* 362-363, 468-469 **TRG:** C 149 CP 147 F 149, 152 T 149, 152
1.16, 1.1	• use computers and other kinds of technology to collect, organize and communicate information and ideas.	**SE:** 34, 96-98, 100-101, 340-341 *Action Activity:* 98-99, 102-103, 342-343 *Communication Connection:* 468-469 **TRG:** C 77, 78 CC 73
1.1	• use communication technology terminology correctly.	**SE:** 337-339, 340-341, 351-355 *Communication Connection:* 362-363 **TRG:** A 149 C 149 T 149

Introduction to Communication		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
1.11, 2.2	• describe intended and unintended consequences of the application of technological solutions to a variety of problems and identify.	**SE:** 23-24, 47-48, 52, 67-68, 69-71, 131, 152, 453-455 *Communication Connection:* 70 **TRG:** C 88, 179 E 70, 88 TM 211, 213, 215, 216, 222, 224, 249 F 59 T 59, 65, 69, 70, 88, 94, 179
2.20, 6.2	• evaluate the consequences of communication-related technological inventions and innovations on people, society, culture, and the environment.	**SE:** 60-63, 67-68, 69-71, 74-75, 127-129, 130-136, 215-216, 405-407 *Action Activity:* 72-73, 76-77, 137-138 *Communication Connection:* 70 **TRG:** C 115, 167 E 60, 87, 88, 167 TM 212, 213, 215, 216, 217, 219, 221, 222, 229, 245 F 70, 115 T 60, 65, 69, 70, 75, 81, 87, 88, 115, 167

Introduction to Communication		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
2.20, 2.16	• analyze current and emerging issues (e.g., ethical, social, legal, environmental, political, and privacy) related to communication technology.	**SE:** 433**,** 444-445, 453-455, 456-458, 469 **TRG:** A 176 C 176, 179 T 179
1.16, 2.1	• apply core knowledge and technological concepts to solve technical problems in communication.	**SE:** 26-27, 38-39, 45, 49, 50, 60-61, 127-131 *Science Connection:* 26-27, 48-49 *Exploring Careers:* 45 **TRG:** C 60, 62 E 60, 87 F 88 T 60, 62, 65, 87, 88 TM 212, 213, 221, 222
5.1, 6.3	• develop and use problem solving and decision making skills to invent, design, and modify communication devices and systems.	**SE:** 32-35, 38, 85, 152, 163-164, 164-165 *Action Activity:* 40-41 **TRG:** C 61 E 75 F 99 T 66, 75, 99 TM 217, 225

Introduction to Communication		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
5.5	• effectively and safely use tools, machines, and materials.	**SE:** 42-43, 75, 117, 159, 294-296, 306, 318, 355, 373, 392 *Action Activity:* 30-31, 95, 98, 103, 117, 157 **TRG:** C 57-58, 95 E 60, 76, 138 TM 212, 218, 236 H 252, 253, 254, 255, 256 F 58, 95 T 57, 58, 60, 71, 76,77, 78, 83, 95, 138
	• demonstrate employability and social skills relative to careers.	**SE:** 32-35, 36-37, 38-39, 229, 242, 248-250 *Action Activity:* 36-37, 40-41 **TRG:** C 61, 124 E 62, 125 TM 212, 232 H 259, 262, 263, 265, 268, 269, 270 F 62, 124, 125 T 61, 118, 124
2.15, 5.4	• develop personal and professional leadership through participation in KTSA.	**SE:** 33 **TRG:** H 260, 261

Introduction to Communication		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
2.38	• apply concepts from mathematics, science, and communications in the context of technology education.	**SE:** 156-157, 174-175, 398-399, 403, 410-411, 429, 444-445, 451, 473 *Math Connection:* 156-157, 410-411 *Science Connection:* 174-175, 444-445 **TRG:** C 95, 177 E 176 TM 246 F 95, 101, 177 T 101, 163, 168

Introduction to Production		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
2.7, 2.8	**Students will:** • gather information and communicate by creating, measuring, reading, and analyzing drawings.	**SE:** 34, 110-112, 194, 340-341, 345-348 *Action Activity:* 342-343, 349-350 *Exploring Careers:* 359 **TRG:** C 82 E 82 H 258 TM 234, 235

Introduction to Production		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
1.16, 5.5	• use computers and other kinds of technology to collect, organize and communicate information and ideas.	**SE:** 34, 91-92, 96-97, 100-101, 104-105, 340-341 *Action Activity:* 36-37, 93-95, 98-99, 102-103, 342-343 **TRG:** C 78 CC 73 F 77 T 76, 77, 78
1.3, 2.20	• identify and become aware of ways production-related technology has been used to meet human needs in the home, school, community and workplace.	**SE:** 23-24, 47-48, 52, 67-68, 131, 152 *Science Connection:* 48-49 **TRG:** C 65, 70, 94 E 65, 94 TM H 257, 258 F 59, 88 T 59, 65, 70, 88, 94
1.11, 2.2	• 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.	**SE:** 23-24, 47-48, 52, 67-68, 69-71, 131, 152, 453-455 *Communication Connection:* 70 **TRG:** C 88, 179 E 70, 88 TM 211, 213, 215, 216, 222, 224, 249 F 59 T 59, 65, 69, 70, 88, 94, 179

Introduction to Production		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
2.20, 6.2	• evaluate the consequences of production-related technological inventions and innovations on people, society, culture, and the environment.	**SE:** 60-63, 67-68, 69-71, 74-75, 127-129, 130-136, 215-216, 405-407 *Action Activity:* 72-73, 76-77, 137-138 *Communication Connection: 70* **TRG:** C 115, 167 E 60, 87, 88, 167 TM 212, 213, 215, 216, 217, 219, 221, 222, 229, 245 F 70, 115 T 60, 65, 69, 70, 75, 81, 87, 88, 115, 167
2.20, 2.16	• analyze current and emerging issues (e.g., ethical, social, legal, environmental, political, and privacy) related to production technology.	**SE:** 247, 251-253 *Action Activity:* 254-255 **TRG:** A 126 C 125, 126 F 125 T 126

Introduction to Production		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
1.16, 6.3	• apply core knowledge and technological concepts to solve technical problems in production.	**SE:** 26-27, 38-39, 45, 49, 50, 60-61, 127-131 *Science Connection:* 26-27, 48-49 *Exploring Career:* 45 **TRG:** C 60, 62 E 60, 87 TM 212, 213, 221, 222 F 88 T 60, 62, 65, 87, 88
5.5, 6.3	• develop and use problem solving and decision making skills to invent, design, and modify production devices and systems.	**SE:** 32-35, 38, 85, 152, 163-164, 164-165 *Action Activity:* 40-41 **TRG:** C 61 E 75 TM 217, 225 F 99 T 66, 75, 99

Introduction to Production		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
5.5	• effectively and safely use tools, machines, and materials.	**SE:** 42-43, 75, 117, 159, 294-296, 306, 318, 355, 373, 392 *Action Activity:* 30-31, 95, 98, 103, 117, 157 **TRG:** C 57-58, 95 E 60, 76, 138 TM 212, 218, 236 H 252, 253, 254, 255, 256 F 58, 95 T 57, 58, 60, 71, 76, 77, 78, 83, 95, 138
2.38	• develop personal and professional leadership skills through participation in Kentucky Technology Student Association (KTSA) student organization activities.	**SE:** 33 **TRG:** H 260, 261
2.18, 2.16	• 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.	**SE:** 26-27, 54-55, 86, 132-133, 167, 266 *Action Activity:* 54-55 **TRG:** C 60, 65 E 65, 100 F 100 T 60, 65, 75, 88, 100, 127

Introduction to Production		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
2.36, 2.15	• identify opportunities, characteristics, and preparation requirements for current and emerging occupations in production-related industries.	**SE:** 112, 119, 208-209, 268, 277, 312, 335, 372, 384-385, 403, 431-433 **TRG:** C 82 E 84 TM 220 H 264, 266 F 111 T 82, 84, 111
2.37, 2.38	• develop strategies and work habits that will lead to success and prepare the student for a future in a technological world.	**SE:** 38-41, 60-61, 229, 242, 248-250 **TRG:** C 118 H 259, 262, 263, 265, 268, 269, 270 F 124 T 118, 124
2.29	• demonstrate employability and social skills relative to careers.	**SE:** 32-35, 36-37, 38-39, 229, 242, 248-250 *Action Activity:* 36-37, 40-41 **TRG:** C 61, 124 E 62, 125 TM 212, 232 H 259, 262, 263, 265, 268, 269, 270 F 62, 124, 125 T 61, 118, 124

Introduction to Production		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
6.2, 6.3	• apply concepts from mathematics, science, and communications in the context of technology education.	**SE:** 156-157, 174-175, 398-399, 403, 410-411, 429, 444-445, 451, 473 *Math Connection:* 156-157, 410-411 *Science Connection:* 174-175, 444-445 **TRG:** C 95, 177 E 176 TM 246 F 95, 101, 177 T 101, 163, 168

Introduction to Transportation		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
1.3, 2.20	**Students will:** • identify and become aware of ways transportation-related technology has been used to meet human needs in the home, school, community, and workplace.	**SE:** 23-24, 47-48, 52, 67-68, 131, 152 *Science Connection:* 48-49 **TRG:** C 65, 70, 94 E 65, 94 TM H 257, 258 F 59, 88 T 59, 65, 70, 88, 94

Introduction to Transportation		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
1.11, 2.2	• 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.	**SE:** 23-24, 47-48, 52, 67-68, 69-71, 131, 152, 453-455 *Communication Connection:* 70 **TRG:** C 88, 179 E 70, 88 TM 211, 213, 215, 216, 222, 224, 249 F 59 T 59, 65, 69, 70, 88, 94, 179
2.20, 5.5	• evaluate the consequences of transportation-related technological inventions and innovations on people, society, culture, and the environment.	**SE:** 60-63, 67-68, 69-71, 74-75, 127-129, 130-136, 215-216, 405-407 *Action Activity:* 72-73, 76-77, 137-138 *Communication Connection:* 70 **TRG:** C 115, 167 E 60, 87, 88, 167 TM 212, 213, 215, 216, 217, 219, 221, 222, 229, 245 F 70, 115 T 60, 65, 69, 70, 75, 81, 87, 88, 115, 167

Introduction to Transportation		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
2.16, 6.2	• analyze current and emerging issues (e.g., ethical ,social, legal, environmental, political, and privacy) related to transportation technology.	**SE:** 311-313**,** 314, 407 **TRG:** A 167 T 167
1.16, 6.3	• apply core knowledge and technological concepts to solve technical problems in transportation.	**SE:** 26-27, 38-39, 45, 49, 50, 60-61, 127-131 *Science Connection:* 26-27, 48-49 *Exploring Careers:* 45 **TRG:** C 60, 62 E 60, 87 TM 212, 213, 221, 222 F 88 T 60, 62, 65, 87, 88
5.1, 5.5	• develop and use problem solving and decision making skills to invent, design, and modify transportation devices and systems.	**SE:** 32-35, 38, 85, 152, 163-164, 164-165 *Action Activity:* 40-41 **TRG:** C 61 E 75 TM 217, 225 F 99 T 66, 75

Introduction to Transportation		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
5.5	• effectively and safely use tools, machines, and materials.	**SE:** 42-43, 75, 117, 159, 294-296, 306, 318, 355, 373, 392 *Action Activity:* 30-31, 95, 98, 103, 117, 157 **TRG:** C 57-58, 95 E 60, 76, 138 TM 212, 218, 236 H 252, 253, 254, 255, 256 F 58, 95 T 57, 58, 60, 71, 76, 77, 78, 83, 95, 138
1.16	• understand that computers and software are versatile tools used to collect, organize, process, and communicate information and ideas.	**SE:** 34, 96-98, 100-101, 340-341 *Action Activity:* 98-99, 102-103, 342-343 *Communication Connection:* 468-469 **TRG:** C 77, 78 CC 73 H 257, 258
2.1, 5.3	• identify and analyze transportation-related technological systems and sub-systems and their interaction.	**SE:** 163-165, 166-169, 173-176, 179-180, 183-184 **TRG:** T 99 F 99 TM 225

Introduction to Transportation		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
2.17	• interact effectively and work cooperatively with persons from diverse ethnic and cultural backgrounds.	**SE:** 38-39 *Action Activity:* 40-41 **TRG:** A 62 C 62 T 62 F 62
2.36	• identify opportunities, characteristics, and preparation requirements for current and emerging occupations in transportation-related industries.	**SE:** 112, 119, 208-209, 268, 277, 312, 335, 372, 384-385, 403, 431-433 **TRG:** C 82 E 84 TM 220 H 264, 266 F 111 T 82, 84, 111
2.37	• develop strategies and work habits that will lead to success and prepare the student for a future in a technological world.	**SE:** 38-41, 60-61, 229, 242, 248-250 **TRG:** C 118 H 259, 262, 263, 265, 268, 269, 270 F 124 T 118, 124
2.17	• effectively use interpersonal and productive team member skills.	**SE:** 38, 61, 152 *Action Activity:* 40-41 **TRG:** C 62, 66 T 62, 66, 94 F 62 H 271-272

Introduction to Transportation		
ACADEMIC EXPECTATIONS	**CONTENT/PROCESS**	**PAGE REFERENCES**
2.37	• demonstrate employability and social skills relative to careers.	**SE:** 32-35, 36-37, 38-39, 229, 242, 248-250 *Action Activity:* 36-37, 40-41 **TRG:** C 61, 124 E 62, 125 TM 212, 232 H 259, 262, 263, 265, 268, 269, 270 F 62, 124, 125 T 61, 118, 124
2.38	• develop personal and professional leadership skills through participation in KTSA student organization activities.	**SE:** 33 **TRG:** H 260, 261
6.2, 6.3	• apply concepts from mathematics, science, and communications in the context of technology education.	**SE:** 156-157, 174-175, 398-399, 403, 410-411, 429, 444-445, 451, 473 *Math Connection:* 156-157, 410-411 *Science Connection:* 174-175, 444-445 **TRG:** C 95, 177 E 176 TM 246 F 95, 101, 177 T 101, 163, 168

SCANS	
A Three-Part Foundation	
Basic Skills	**PAGE REFERENCES**
Reads, writes, performs arithmetic and mathematical operations, listens and speaks • A. Reading--locates, understands, and interprets written information in prose and in documents such as manuals, graphs, and schedules	**SE:** 30, 193 *Action Activity:* 58, 208 **TRG:** C 118, 150, 151 A 65, 99, 173 F 65 CC 171
• B. Writing--communicates thoughts, ideas, information, and messages in writing; and creates documents such as letters, directions, manuals, reports, graphs, and flow charts	**SE:** 32, 33, 45, 70, 344-345, 350, 358 *Action Activity:* 30-31, 36-37, 93, 154, 192-193, 194-195, 210-211, 230-231, 349-350, 368-369 *Math Connection:* 258-259 *Communication Connection:* 70-71 **TRG:** A 123, 124, 140, 145,151, 155, 161, 170, 173, 176, 181 C 115, 119, 145, 173 CC 171 T 125, 151, 156 TM 215 F 118
• C. Arithmetic/Mathematics--performs basic computations and approaches practical problems by choosing appropriately from a variety of mathematical techniques	**SE:** 83, 105 *Action Activity:* 58, 187, 196-197, 394-395 *Math Connections:* 155-157, 194-195, 222-223, 258-259, 288-289 **TRG:** A 168 CC 121 T 108, 162 TM 9

SCANS	
A Three-Part Foundation	
Basic Skills	**PAGE REFERENCES**
• D. Listening—receives, attends to, interprets, and responds to verbal messages and other cues	**SE:**372 *Action Activity:* 373-374 **TRG:** C 123, 175 F 157 T 157
• E. Speaking—organizes ideas and communicates orally	**SE:** 83, 350 *Action Activity:* 137-138*,* 206-208, 373-374 **TRG:** A 126, 127, 144, 161 C 133, 134, 143 F 118, 134 T 182

SCANS	
A Three-Part Foundation	
Thinking Skills	**PAGE REFERENCES**
Thinks creatively, makes decisions, solves problems, visualizes, knows how to learn and reasons • A. Creative Thinking—generates new ideas	**SE:** 34-35, 38-39, 44 *Action Activity:* 36-37, 40-41 **TRG:** C 61 F 61 T 61
• B. Decision Making—specifies goals and constraints, generates alternatives, considers risks, and evaluates and chooses best alternative	**SE:** 33-35, 44 *Action Activity:* 36-37, 40-41 **TRG:** C 61 F 61 T 61

SCANS	
A Three-Part Foundation	
Thinking Skills	**PAGE REFERENCES**
• C. Problem Solving—recognizes problems and devises and implements plan of action	**SE:** 32-33, 34-35, 44 *Action Activity:* 36-37, 40-41 **TRG:** A 61 C 62 F 61 T 61
• D. Seeing Things in the Mind's Eye—organizes, and processes symbols, pictures, graphs, objects, and other information	**SE:** 39, 44 *Action Activity:* 40-41, 59 **TRG:** C 61 A 61 T 61
• E. Knowing How to Learn—uses efficient learning techniques to acquire and apply new knowledge and skills	**SE:** 34, 39, 44 *Action Activity:* 36-37 **TRG:** C 62
• F. Reasoning—discovers a rule or principle underlying the relationship between two or objects and applies it when solving a problem	**SE:** 44 *Action Activity:* 36-37 **TRG:** C 62

SCANS	
A Three-Part Foundation	
Personal Qualities	**PAGE REFERENCES**
Displays responsibility, self-esteem, sociability, self-management, and integrity and honesty • A. Responsibility—exerts a high level of effort and perseveres towards goal attainment	**SE:** 38-39 *Action Activity:* 40-41 **TRG:** T 62 C 62 A 62
• B. Self-Esteem—believes in own self-worth and maintains a positive view of self	**SE:** 38-39 **TRG:** C 62 A 62 T 62
• C. Sociability—demonstrates understanding, friendliness, adaptability, empathy, and politeness in new and on-going group settings	**SE:** 38-39 **TRG:** C 62 A 62 T 62

SCANS	
A Three-Part Foundation	
Personal Qualities	**PAGE REFERENCES**
• D. Self-Management—assesses self accurately, sets personal goals, monitors progress, and exhibits self-control	**SE:** 38-39 **TRG:** C 62 A 62 T 62
• E. Integrity/Honesty—chooses ethical courses of action	**SE:** 38-39, 433 **TRG:** C 62 A 62, 173 T 62

SCANS	
Five Workplace Competencies	
Resources	**PAGE REFERENCES**
Identifies, organizes, plans, and allocates resources • A. *Time*—Selects goal-relevant activities, ranks them, allocates time, and prepares and follows schedules	**SE:** 38-39**,** 148 **TRG:** C 62 A 62, 93 T 62
• B. *Money*—Uses or prepares budgets, makes forecasts, keeps records, and makes adjustments to meet objectives	**SE:** 148, 161, 257 *Action Activity:* 248-250 *Math Connection:* 258-259 **TRG:** C 62 A 62 T 62

SCANS	
Five Workplace Competencies	
Resources	**PAGE REFERENCES**
• *C. Material and Facilities*—Acquires, stores, allocates, and uses materials or space efficiently	**SE:** 148 *Action Activity:* 153-154, 248-250 **TRG:** C 125 A 125 T 125
• D. *Human Resources*—Assesses skills and distributes work accordingly, evaluates performance and provides feedback	**SE:** 38, 147 *Action Activity:* 248-250 **TRG:** T 61, 125

SCANS	
A Three-Part Foundation	
Interpersonal	**PAGE REFERENCES**
• A. *Participates as Member of a Team*—contributes to group effort	**SE:** 32-33, 34-35, 38-39, 44 *Action Activity:* 36-37, 40-41 **TRG:** A 61, 62 C 62, 66 F 61 T 61
• B. *Teaches Others New Skills*	**SE:** *Action Activity:* 36-37 **TRG:** A 61, 151 F 60, 61 TM 1-1
• C. *Serves Clients/Customers*—works to satisfy customers' expectations	**SE:** 74-75 *Action Activity:* 76-77 **TRG:** C 71 A 71 F 71 T 71 TM 3-2
• D. *Exercises Leadership*—communicates ideas to justify position, persuades and convinces others, responsibly challenges existing procedures and policies	**SE:** *Action Activity:* 36-37 **TRG:** A 61, 62 T 61 F 60, 61 TM 1-1

SCANS	
A Three-Part Foundation	
• E. *Negotiates*—works toward agreements involving exchange of resources, resolves divergent interests	**SE:** 39 *Action Activity:* 40-41 **TRG:** C 62 A 62 T 61, 62 TM 1-2
• F. *Works with Diversity*—works well with men and women from diverse backgrounds	**SE:** *Action Activity:* 40-41 **TRG:** A 62 C 62 H/O 20 T 61
Acquires and uses information • A. *Acquires and Evaluates Information*	**SE:** 44 *Action Activity:* 342-343, 349-350 **TRG:** C 151 F 151 T 150
• B. *Organizes and Maintains Information*	**SE:** 44 *Action Activity:* 36-37 **TRG:** A 150, 151 T 151
• C. *Interprets and Communicates Information*	**SE:** 348 *Action Activity:* 36-37, 349-350 **TRG:** A 151

SCANS	
A Three-Part Foundation	
Information	**PAGE REFERENCES**
• D. *Uses Computers to Process Information*	**SE:** 91-95, 345, 351, 352, 353 *Action Activity:* 30-31, 349-350 **TRG:** A 76, 151 TM 4-1 F 69, 76 T 76
Understands complex inter-relationships • A. *Understands Systems*—knows how social, organizational, and technological systems work and operates effectively with them	**SE:** 163-165, 166-168 *Action Activity:* 169-170, 171-172, 173-176, 177-178 *Science Connection:* 174-175, 179-180, 183-184, 185 **TRG:** C 99, 101, 102 A 100, 101, 103 F 99, 100, 101, 102 T 99, 100, 101, 102, 103
• B. *Monitors and Corrects Performance*—distinguishes trends, predicts impacts on systems operations, diagnoses deviations in systems' performance and corrects malfunctions	**SE:** 164-165 **TRG:** A 99, 107 F 102, 107 T 99, 102
• C. *Improves or Designs Systems*—suggests modifications to existing systems and develops new or alternative systems to improve performance	**SE:** 164, 165 *Action Activity:* 171-172, 224-225 **TRG:** A 100 F 99, 100, 102

SCANS	
A Three-Part Foundation	
Technology	**PAGE REFERENCES**
Works with a variety of technologies • A. *Selects Technology*—chooses procedures, tools or equipment including computers and related technologies	**SE:** *Action Activity:* 181-182, 186-187 **TRG:** C 102 A 102
• B. *Applies Technology*—Understands overall intent and proper procedures for setup and operation of equipment	**SE:** 166-168, 191-192, 193-195 *Action Activity:* 181-182, 186-187, 224-225 **TRG:** C 101, 107
• C. *Maintains and Troubleshoots Equipment*—Prevents, identifies, or solves problems with equipment, including computers and other technologies	**SE:** 164-165, 236 *Action Activity:* 224-225 **TRG:** A 99, 100 T 99

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.	**SE:** 23-24, 25-27, 28-29, 47-48, 52, 67-68, 69-71, 131, 152 **TRG:** C 65, 70 A 65, 69 F 69 T 69
Standard 2: Students will develop an understanding of the core concepts of technology.	**SE:** 23-24, 25-27, 28-29, 47-48, 52, 67-68, 69-71, 131, 152 **TRG:** C 65, 70 A 65, 69 F 69 T 69
Standard 3: Students will develop an understanding of the relationships among technologies and the connections between technology and other fields of study.	This content is not covered in *Glencoe Technology in Action.*

National Standards of Technological Literacy	
Technology and Society	
STANDARDS	**PAGE REFERENCES**
Standard 4: Students will develop an understanding of the cultural, social, economic, and political effects of technology.	**SE:** 23-24, 47-48, 52, 67-68, 69-71, 131, 152 **TRG:** C 65, 70 A 65, 69 F 69 T 69
Standard 5: Students will develop an understanding of the role of society in the development and use of technology.	**SE:** 23-24, 47-48, 52, 67-68, 69-71, 131, 152 **TRG:** C 65, 70 A 65, 69 F 69 T 69
Standard 6: Students will develop an understanding of the role of society in the development and use of technology.	**SE:** 23-24, 47-48, 52, 67-68, 69-71, 131, 152 **TRG:** C 65, 70 A 65, 69 F 69 T 69
Standard 7: Students will develop an understanding of the influence of technology on history.	**SE:** 25, 26, 27, 49, 50 *Science Connection:* 26-27 **TRG:** C 60, 69 A 60, 69 F 60, 65, 69, 70 T 60, 69, 70

National Standards of Technological Literacy	
Design	
STANDARDS	**PAGE REFERENCES**
Standard 8: Students will develop an understanding of the attributes of design.	**SE:** 191-192, 193-195, 198-199, 208-209, 212, 268-271, 274-277, 280-281 *Action Activity:* 62-63, 77, 196-197, 200-201, 206-207, 210-211, 272-273, 278-279, 282-283 **TRG:** C 107, 108, 109, 111 A 107, 108, 109 F 107 T 107, 109
Standard 9: Students will develop an understanding of engineering design.	**SE:** 274-277 *Action Activity:* 278-279 **TRG:** C 133 A 133 F 133 T 133 TM 12-2
Standard 10: Students will develop an understanding of the role of troubleshooting, research and development, invention and innovation, and experimentation in problem solving.	**SE:** 32-35, 38-39 *Action Activity:* 36-37, 40-41 **TRG:** C 61 F 61 T 61

National Standards of Technological Literacy	
Abilities for a Technological World	
STANDARDS	**PAGE REFERENCES**
Standard 11: Students will develop abilities to apply the design process.	**SE:** 191-192, 193-195, 198-199, 208-209, 212, 268-271, 274-277, 280-281 *Action Activity:* 62-63, 77, 196-197, 200-201, 206-207, 210-211, 272-273, 278-279, 282-283 **TRG:** C 107, 108, 109, 111 A 107, 108, 109 F 107 T 107, 109
Standard 12: Students will develop abilities to use and maintain technological products and systems.	**SE:** 163-165, 166-168, 173-176, 179-180, 183-185 *Action Activity:* 169-170, 171-172, 177-178, 181-182, 186-187 *Science Connection:* 174-175 **TRG:** C 99, 101, 102 A 100, 101, 103 F 99, 100, 101, 102 T 99, 100, 101, 102, 103
Standard 13: Students will develop abilities to assess the impact of products and systems.	**SE:** 69-71 *Communication Connections:* 70-71 **TRG:** C 70 A 70 F 70 T 70

National Standards of Technological Literacy	
The Designed World	
STANDARDS	**PAGE REFERENCES**
Standard 14: Students will develop an understanding of and be able to select and use medical technologies.	**SE:** 52, 165, 454 **TRG:** N/A
Standard 15: Students will develop an understanding of and be able to select and use agricultural and related biotechnologies.	**SE:** 431, 432-433 **TRG:** C 173 A 173 F 173 T 173
Standard 16: Students will develop an understanding of and be able to select and use energy and power technologies.	**SE:** 287-290, 291-292, 301-304 *Action Activity:* 293-296, 305-307 *Math Connection:* 288-289 **TRG:** C 137, 138 A 137, 138 F 137, 140 T 137, 138, 140
Standard 17: Students will develop an understanding of and be able to select and use information and communication technologies.	**SE:** 48, 50-51, 337-339, 340-341, 351-355, 361-363, 370-372, 375-376 *Action Activity:* 342-343, 356-357, 373-374, 377-379 *Communication Connection:* 362-363, 468-469 **TRG:** C 149, 150, 152, 155, 157 A 149, 150, 152, 155, 157 F 149, 150, 155 T 149, 150, 152, 155, 157

National Standards of Technological Literacy	
The Designed World	
STANDARDS	**PAGE REFERENCES**
Standard 18: Students will develop an understanding of and be able to select and use transportation technologies.	**SE:** 311-313, 314-317, 321-323, 327-330, 388-389, 396-399 *Action Activity:* 318-320, 324-326, 331-333, 390-393, 394-395, 400-401 *Science Connection:* 328-329, 398-399 **TRG:** C 144, 145, 146 A 143, 144, 145, 146, 162, 163 F 143, 144, 146, 162, 163 T 143, 144, 145, 146, 162, 163
Standard 19: Students will develop an understanding of and be able to select and use manufacturing technologies.	**SE:** 155-157, 217-218 *Action Activity:* 158-159, 219-220 *Math Connection:* 156-157 **TRG:** C 95, 116 A 95, 116 F 95 T 95, 116
Standard 20: Students will develop an understanding of and be able to select and use construction technologies.	**SE:**265-267, 268-271, 274-277, 280-281 *Action Activity:* 62-63, 272-273, 278-279, 282-283 *Science Connection:* 276-277 **TRG:** C 133 A 131, 132, 133, 134 F 131, 132, 133 T 66, 131, 132, 133, 134

TRG Codes

A	Assess
C	Close
TM	Transparency Masters
H	Handouts
CC	Closing the Chapter
T	Teach
F	Focus
CP	Chapter Preview

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 chapter in the Student Edition begins with a *Things To Explore* section which provides students with a brief introduction to the new material that will be covered in the chapter. Photographs expand and reinforce the business and economic concepts presented in each chapter.
Builds on Student Ideals	Teaching strategies for *Technology in Action* are presented at the beginning of each chapter in the *Lesson Plan* section of the Teacher Resource Guide. The Lesson Plan outlines the objectives that will be covered in the chapter as well as a *Focus* section to capture student's attention and prepare them for the content being discussed in the chapter.
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 *Things To Explore* section in the Student Edition 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 *Glencoe Technology in Action*, 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 *Action Activities* 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 section, a *TechCheck* activity is provided which helps develop student's reasoning skills.

Instruction and Assessment (continued)	Comment
Assesses Student Progress	A large section of testing and assessment resources is available for *Glencoe Technology in Action* to help you measure the progress of your students. 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 *Action Activities* 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 section, a *TechCheck* activity is provided which helps develop student's reasoning skills. The *Chapter Review* located at the end of each chapter in the Student Edition help you assess student's mastery of key technological concepts covered in the chapter.

Instruction and Assessment (continued)	Comments
Enhances The Learning Environment	*Glencoe Technology in Action* 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.
Reading level is appropriate for interest and ability level of intended student group: level remains consistent throughout.	*Glencoe Technology in Action* 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.

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 *Teacher productivity CD-ROM.* 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 *Glencoe Technology in Action* to help you measure the progress of your students. 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 *Action Activities* 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 section, a *TechCheck* activity is provided which helps develop student's reasoning skills. The *Chapter Review* located at the end of each chapter in the Student Edition help you assess student's mastery of key technological concepts covered in the chapter.

Instruction and Assessment (continued)	Comments
Includes activities and opportunities for integration of technology.	The *Technology in Action Teacher Productivity CD-ROM* includes Power Point Slides to help students reinforce learning. Teacher and student resources are available at the *Glencoe's Teaching Today Website* 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.
Reflects researched-based practices (e.g. hands-on activities, technology, problem-solving situations)	*Glencoe Technology in Action* 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 *Glencoe Technology in Action*.

Instruction and Assessment (continued)	Comments
Differentiation techniques and activities suggested.	*Glencoe Technology in Action* 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.

Content–Technology Education	Comments
Nature of Technology	Each section of the Student Edition begins with a *Things To Explore* section which outlines the objectives of the chapter and explains the benefits of technological literacy.
Technology and Society	In *Glencoe Technology in Action*, students are provided with a detailed explanation of technology's impact on society. The effects of technology on society are discussed in detail in *Chapter 1* of the Student Edition. *TechnoFacts* are located throughout the Student Edition which provide interesting facts about technology and how it relates to student's lives.
Design	The design process is outlined in detail in *Chapter 1, Section 3* 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 *Action Activity* sections found throughout the Student Edition of *Glencoe Technology in Action.*
Abilities for a Technological World	In *Technology in Action*, 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.

Content-Technology Education (continued)	Comments
The Design World	The design process is outlined in detail in *Chapter 1, Section 3* 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 *Action Activity* sections found throughout the Student Edition of *Glencoe Technology in Action.*

Organization and Structure	Comments
Organization is logical and allows for spiraling of content.	*Glencoe Technology in Action* is composed of 20chapters, divided into short, self-contained sections. Each chapter follows a straightforward format, beginning with *Thing To Explore*. *Careers In* and *Connections* sections help students connect what they learn to the real world of technology. Each chapter closes with a *Chapter Review* 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 *Techno Terms* presented in the chapter. These key terms are printed in bold-face type the first time they are introduced and defined within the text.

Organization and Structure (continued)	Comments
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.
Illustrations and language reflect diversity (e.g. racial, ethnic, cultural, age, gender, disabilities).	A variety of situations that reflect diversity are presented throughout the text.
Legible type, length of lines, spacing, and page layout and widths of margins contribute to overall appearance and use.	*Glencoe Technology in Action* 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 *Glencoe Technology in Action*.
Student materials seem durable and conducive to daily use.	The very best materials are used in all Glencoe products. The materials are easy for students to use, both in school and at home.
Includes sufficient glossary, index and appendices.	The *Index* can be found on pages 493-510. The *Glossary* can be found on pages 476-492. The *Appendix* can be found on pages 474-475.

Organization and Structure (continued)	Comments
Employs accurate grammar and spelling.	*Glencoe Technology in Action* 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.
Organization of material can be effectively used with Standards Based Units, Core Content and Program of Studies.	The correlation between *Glencoe Technology in Action* and the NCTM and NSES standards is strong.

Resource Materials	Comments
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.	*Glencoe Technology in Action* 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 *Learning Preferences* table is included in the Instructor Resource Guide on pages 31-34 to help teachers meet all ability levels and learning styles.

Resource Materials (continued)	Comments
Extension activities including adaptations and accommodations for students with special needs.	*Glencoe Technology in Action* 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 *Learning Preferences* table is included in the Instructor Resource Guide on pages 31-34 to help teachers meet all ability levels and learning styles..
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).	Each chapter follows a straightforward format, beginning with a list of objectives and background information in *Techno Facts* 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.
Suggestions are made for integration of themes and / or interdisciplinary instruction.	The *Connections* sections found throughout the Student Edition help students apply their technological concepts to different academic areas such as mathematics, communication and science.

Resource Materials (continued)	Comments
Integration opportunities suggested and examples given.	The *Connections* sections found throughout the Student Edition help students apply their technological concepts to different academic areas such as mathematics, communication and science.
Teacher resources are available online.	Teacher resources are available in the Instructor Resource Guide located on page 40.

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