

STANDARD 1: Students understand the blessings of technology systems and demonstrate proficiency in their use.				
Performance Indicators	Skills	Software Resources	Task	Date
K-2				
<p>2.1.1 Use keyboards and other common input and output devices (e.g., mouse, keyboard, remote control, monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies.</p> <p>2.1.2 Use a variety of media and technology resources for directed and independent learning activities.</p> <p>2.1.3 Communicate about technology using developmentally appropriate and accurate terminology.</p> <p>2.1.4 Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.</p>	<p><u>Kindergarten:</u></p> <ul style="list-style-type: none"> Identifies physical components of the computer (e.g. mouse, keyboard, monitor, power switch) Uses basic keyboard and mouse to navigate programs Uses grade appropriate software Knows how to shut down and turn on a computer properly Keeps computer areas free from food and drink <p><u>Grade One:</u></p> <ul style="list-style-type: none"> Identifies physical components of the computer (e.g. mouse, keyboard, monitor, CD ROM drive, CPU) Knows how to insert and remove storage media (CD ROM) Uses basic keyboard to navigate programs and type simple input Keeps computer areas free from food and drink Refrains from touching monitor screen Uses terminology: login, cursor, word processor, hardware, software, network, menu, web page, scroll/drag/click <p><u>Grade Two:</u></p> <ul style="list-style-type: none"> Uses spacebar, letter and number keys, shift, delete, return, and arrow keys as appropriate Opens and quits applications Opens, scrolls, and closes application windows Knows how to save and retrieve files in a program Correctly handle removable storage media Keeps computer area free from food and drink Uses terminology: login, cursor, edit, word processor, hardware, software, internet, URL/web address, scroll/drag/click 			

GRADES 3-5				
<p>5.1.1 Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.</p> <p>5.1.2 Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.</p> <p>5.1.3 Use developmentally appropriate multimedia resources (e.g. educational software, multimedia encyclopedias) to support learning.</p>	<p><u>Grade Three:</u></p> <ul style="list-style-type: none"> • Uses fundamental computer operating system (e.g. desktop, cursor, menu bar, folder) • Uses both hands on a basic keyboard with a mouse • Uses home row placement for hands on keyboard with proper technique • Locates and uses upper and lower case letters, numbers, symbols, and special keys (e.g. command, option, caps lock) • Uses <i>undo</i> as a troubleshooting technique • Knows how to print with supervision • Understands the lag time when printing to a network printer • Inserts and removes storage media (CDs) • Uses terminology: text, graphic, file <p><u>Grade Four:</u></p> <ul style="list-style-type: none"> • Locates and retrieves prior work. Accesses files from network server • Uses home row on the computer proficiently plus the new 12 presented by Typing Tudor • Knows how to use print preview • Knows how to choose printers • Uses file transfer to move or copy data to different locations (removable storage media, file shared folders) • Uses terminology: email <p><u>Grade Five</u></p> <ul style="list-style-type: none"> • Uses all alphabet keys • Knows when peripherals are on and operating (printer, scanner, etc.) • Troubleshoots common system problems, and asks for help • Chooses appropriate peripheral devices and/or utilities • Customizes computer operating (e.g., desktop font, favorites, homepage) 			
GRADES 6-8				

<p>8.1.1 Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to problem solving.</p> <p>8.1.2 Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.</p>	<p><u>Grade Six</u></p> <ul style="list-style-type: none"> • Uses touch typing skills on computer keyboard with 90% accuracy at 20 wpm • Uses fundamental computer vocabulary (network, server, virus, hardware, software, application, window, bug, etc.) <p><u>Grade Seven</u></p> <ul style="list-style-type: none"> • Uses keyboarding skills to key 25 wpm with 90% accuracy • Explains differences and compatibilities between operating systems • Uses common keyboard commands <p><u>Grade Eight</u></p> <ul style="list-style-type: none"> • Uses touch typing skills to key 30 wpm with 90% accuracy • Troubleshoots available peripherals and their associated utilities • Collects and organizes files 			
STANDARD 2: Students understand and practice ethical, moral, and God pleasing use of technology systems, information, and software.				
Performance Indicators	Skills	Software Resources	Task	Date
K-2				
<p>2.2.1 Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.</p> <p>2.2.2 Demonstrate positive social and ethical behaviors when using technology.</p> <p>2.2.3 Practice responsible use of technology systems and software.</p>	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> • Knows that the use of technology requires personal responsibility <p><u>Grade One</u></p> <ul style="list-style-type: none"> • Knows that people design and use computers to solve problems or to improve the quality of life • Knows that tools can be used to observe, measure, make things, complete tasks, and do work more efficiently • Knows that the use of technology requires personal responsibility <p><u>Grade Two</u></p> <ul style="list-style-type: none"> • Knows that computers influence work and play • Knows the difference between personal work and the work of others including peers 			

GRADES 3-5				
<p>5.2.1 Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.</p> <p>5.2.2 Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.</p>	<p><u>Grade Three</u></p> <ul style="list-style-type: none"> • Knows that technology effects daily life (e.g. transportation, communication, health care) • Understands that technology is constantly changing • Knows the importance of giving credit to a source when using electronic data (e.g. text and graphics) <p><u>Grade Four</u></p> <ul style="list-style-type: none"> • Practices safety when involved with use of the Internet (e.g. personal information, privacy, security) • Uses email account appropriately: <ul style="list-style-type: none"> not private avoiding "handles" inflammatory messages inappropriate SPAM inappropriate • Begins to use appropriate citation formats for electronic information • Demonstrates understanding of individual ownership of computer work (e.g. copying other's work and/or ideas) • Knows the concepts of software piracy and copyright violation <p><u>Grade Five</u></p> <ul style="list-style-type: none"> • Knows that technology has costs and benefits (e.g., environment, health care, work place, education) • Uses personal email accounts appropriately: <ul style="list-style-type: none"> not private avoiding "handles" inflammatory messages inappropriate SPAM inappropriate • Continues to use appropriate citation formats for electronic information with assistance • Describes the need to protect software and hardware 			
GRADES 6-8				

<p>8.2.1 Exhibit legal and ethical behaviors when using information and technology, and discuss consequences and misuse.</p> <p>8.2.2 Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society.</p> <p>8.2.3 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.:::.....</p>	<p><u>Grade Six</u></p> <ul style="list-style-type: none"> • Discusses how technology can be used to influence audiences • Continues to use personal email accounts appropriately • Understands and uses appropriate practices on network and the internet • Understands the issues and consequences of copyright violation • Independently uses appropriate citation formats for electronic information • Knows process for gaining permission to use copyrighted materials • Understands when it is possible to use copyrighted material legally and how to give credit <p><u>Grade Seven</u></p> <ul style="list-style-type: none"> • Discusses the positive and negative effects of technology on individuals, cultures, societies • Discusses the interrelationship between technology and society (e.g. technology changes bring social, political, and economic changes) • Uses personal email accounts appropriately • Discriminates between ethical and unethical access to information stored on a computer system (e.g., someone else's files, changing data, destroying data) • Practices on-line etiquette regarding time usage, appropriate content, and appropriate language <p><u>Grade Eight</u></p> <ul style="list-style-type: none"> • Understands technology's power in shaping perceptions (e.g., mass media, propaganda) • Knows the implications of network misuse in the workplace • Understands that information technology can bring users together or widen separations between peoples • Uses appropriate practices on the network and on the internet • Uses personal email accounts appropriately • Distinguishes between public and private data • Can explain why personal software cannot be legally installed on school equipment 			
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	<ul style="list-style-type: none"> • Takes responsibility for all network activity recorded under personal password 			
STANDARD 3: Students use technology tools to work collaboratively, to enhance life- long learning, to increase productivity, and to produce creative works reflecting proper Christian attitudes.				
Performance Indicators	Skills	Software Resources	Task	Date
K-2				
<p>2.3.1 Use a variety of media and technology resources for directed and independent learning activities.</p> <p>2.3.2 Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.</p> <p>2.3.3 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.</p>	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> • Uses beginning writing applications that include both words and pictures with assistance • Creates an illustration and writes a sentence with assistance • Uses paint and draw tools with assistance <p><u>Grade One</u></p> <ul style="list-style-type: none"> • Uses beginning writing applications that include both words and pictures with assistance • Creates an illustration and writes a sentence with assistance • Uses paint and draw tools with assistance <p><u>Grade Two</u></p> <ul style="list-style-type: none"> • Uses simple word processing program and prints with assistance • Uses paint and draw tools independently 			
GRADES 3-5				
<p>5.3.1 Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.</p> <p>5.3.2 Use technology tools (e.g. multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communications, and publishing activities to create knowledge</p>	<p><u>Grade Three</u></p> <ul style="list-style-type: none"> • Composes and prints a paragraph, story, or poem • Uses text wrap in word processing documents • Edits and enhances text (spell check, font, size, color, alignment, style) • Demonstrates navigation skills in a word document (scrolling, cursor placement, removing unwanted space or pages) • Indents using the TAB key • Uses paint and draw tools to select and manipulate objects/graphics (e.g. rotate, stretch, shrink, group, duplicate) • Understands layout elements of a spreadsheet (e.g. row, column, cell) 			

<p>products for audiences inside and outside the classroom.</p>	<ul style="list-style-type: none"> • Creates a chart from a simple spreadsheet with assistance <p><u>Grade Four</u></p> <ul style="list-style-type: none"> • Uses word processing application to create, print, and publish a variety of writing types • Cuts, copies, and pastes objects and/or text • Uses spell check to correct work • Appropriately formats punctuation in text (e.g. no space before comma, single space after comma, double space after period) • Uses text alignment (justification) appropriately (e.g. center a title) • Begins to use graphic organization software to prewrite documents • Inserts or imports an image (graphic object) from clipart, CD, or internet) with assistance • Enters data and creates a chart from a simple spreadsheet <p><u>Grade Five</u></p> <ul style="list-style-type: none"> • Uses word processing application to create, print, and publishes variety of writing types • Edits and revises documents using appropriate tools (thesaurus, dictionary, spell check, cuts and paste, copy) • Begins to use templates for outlining, journal writing, report writing) • Uses graphic organization software to prewrite documents • Uses headers and footers appropriately • Uses prepared "hotlists" to gather information from the internet • Uses the application menu to "multi-task" during research periods • Inserts or imports an image (graphic object) from clipart, CD, or the internet) independently • Takes digital images using digital camera • Manipulates basic graphic formats (e.g. PhotoDeluxe to JPG or PICT) • Enters data and creates a chart from a simple spreadsheet 			
GRADES 6-8				
8.3.1 Use concept-specific tools, software, and simulations (e.g.	<u>Grade Six</u>			

<p>software, and simulations (e.g. environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research.</p> <p>8.3.2 Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</p>	<ul style="list-style-type: none"> • Uses word processing application to create, print, and publish a variety of writing types • Edits and proofreads document drafts using appropriate tools and functions (thesaurus, dictionary, spell check, grammar check, cut and paste, copy) • Use templates for newsletters, catalogues, flyer • Uses text wrap with graphics in documents • Uses graphic organization software to prewrite documents • Uses a variety of page layouts (e.g. landscape, portrait, margins, columns, page size) • Adds a table to organize and display data • Uses a variety of line spacing formats • Manages simple internet searches by using bookmarking or favorites • Begins to generate "hot lists" • Independently inserts or imports an image (graphic object) from clipart, CD, or the internet) to enhance a document • Takes digital images using digital camera • Manipulates basic graphic formats (e.g. PhotoDeluxe to JPG or PICT) • Uses drawing toolbar as appropriate to enhance documents • Enters data and creates a chart from a simple spreadsheet • Manipulates a prepared spreadsheet to produce charts/graphs <p><u>Grade Seven</u></p> <ul style="list-style-type: none"> • Uses word processing application for work across the curriculum • Uses style sheets to format outlines and lists • Uses templates to construct documents • Scans an image to use in a document • Uses a digitized image (photo) from a camera in a document • Uses a blank template to enter data • Creates a spreadsheet using simple formulas • Uses spreadsheet to create a graph • Understands graph styles and selects graph styles that correctly represent data 			
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	<p><u>Grade Eight</u></p> <ul style="list-style-type: none"> • Inserts footnotes and endnotes • Correctly types bibliographical information • Constructs table of contents using tab settings and alignment features • Adds tabular information as appropriate • Creates and adds more complex tables to documents (e.g. shaded rows or columns) • Uses search strategies to gather and synthesize information • Creates and uses "hot lists" • Independently prepares and formats multi-page documents and reports including page numbers, table of contents, cover page, bibliography • Scans an image to use in a document • Uses a digitized image (photo) from a camera in a document • Uses a blank template to enter data • Creates a spreadsheet using simple formulas • Uses spreadsheet to create a graph • Understands graph styles and selects graph styles that correctly represent data 			
STANDARD 4: Students use telecommunication media and formats to communicate information and ideas effectively to multiple audiences.				
Performance Indicators	Skills	Software Resources	Task	Date
K-2				
<p>2.4.1 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.</p> <p>2.4.2 Gather information and communicate with others using telecommunications, with support from</p>	<p><u>Grade Two</u></p> <ul style="list-style-type: none"> • Navigates through a prepared multimedia product • Knows that the computer can be used to send and receive messages 			

<p>teachers, family members, or student partners.</p>				
3-5				
<p>5.4.1 Use technology tools (e.g. multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communications, and publishing activities to create knowledge products for audiences inside and outside the classroom.</p> <p>5.4.2 Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.</p> <p>5.4.3 Use telecommunications and online resources (e.g. e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.</p>	<p><u>Grade Three</u></p> <ul style="list-style-type: none"> • Uses beginning multimedia tools to create an individual or group project with assistance • Scans an image to use in a document • Uses a digitized image (photo) from a camera in a document <p><u>Grade Four</u></p> <ul style="list-style-type: none"> • Uses beginning multimedia tools to create an individual or group project • Animates graphics or text to enhance presentation • Adds prerecorded sounds and transitions to presentations • Inserts graphics, photo, original sound files into presentations • Uses real-time internet experiences to support curriculum (e.g. Quicktime video news, etc.) • Where applicable, communicates with "keypals," experts, or authors using class/teacher e-mail account <p><u>Grade Five</u></p> <ul style="list-style-type: none"> • Creates a multimedia presentation for a report • Understands aesthetic rules for presentations (e.g. backgrounds, slide clutter, font size, sound effects) • Submits an individual or group project to the teacher's web page 			
6-8				
<p>8.4.1 Design, develop, publish and present products (e.g. Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.</p>	<p><u>Grade 6</u></p> <ul style="list-style-type: none"> • Creates a multimedia presentation for a report • Understands aesthetic rules for presentation (e.g. backgrounds, slide clutter, font size, sound effects) • Submits an individual or group project to the teacher's web page <p><u>Grade Seven</u></p>			

<p>8.4.2 Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</p>	<ul style="list-style-type: none"> • Independently creates and refines multimedia presentations • Understands aesthetic rules for presentations (e.g. backgrounds, slide clutter, font size, sound effects) • Posts an individual or group project to the teacher's web page <p><u>Grade Eight</u></p> <ul style="list-style-type: none"> • Independently uses digital video technology when creating multimedia presentation • Independently imports digital images and sound into multimedia projects • Independently uses digital video camera, when appropriate, for multimedia projects • Independently uses scanned images in projects • Independently converts sounds and images into appropriate file types • Examines all presentation content for accuracy and truth • Sets up hardware for presentation delivery (e.g. projector, TV, auxiliary audio) • Submits an individual or group project to the teacher's web page 			
STANDARD 5: Students use a variety of technology tools and media to access, analyze, interpret, synthesize, apply, and communicate information.				
Performance Indicators	Skills	Software Resources	Task	Date
K-2				
<p>2.5.1 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories.</p>	<p><u>Kindergarten</u></p> <ul style="list-style-type: none"> • Knows that technology can be used to find information • Uses the Athena library catalogue with assistance <p><u>Grade One</u></p> <ul style="list-style-type: none"> • Knows that technology can be used to find information • Uses the Athena library catalogue with assistance <p><u>Grade Two</u></p> <ul style="list-style-type: none"> • Knows that technology can be used to find information • Knows resources can be accessed through an electronic 			

	<p>card catalogue in the library</p> <ul style="list-style-type: none"> • Uses the Athena library catalogue with assistance 			
3-5				
<p>5.5.1 Use telecommunications and online resources (e.g. e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.</p> <p>5.5.2 Use technology resources (e.g. calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.</p> <p>5.5.3 Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.</p>	<p><u>Grade Three</u></p> <ul style="list-style-type: none"> • Understands basic navigation in a web browser (e.g. forward, back, click on underlined link) • Knows basic web browsing vocabulary (e.g. URL, hot link, favorites/bookmark, etc.) • Knows that different electronic resources can be used to gather curriculum information • Uses the Athena library catalogue with assistance <p><u>Grade Four</u></p> <ul style="list-style-type: none"> • Locates resources by accessing an on-line catalogue • Uses appropriate technology resources as needed for accessing curriculum information (e.g. CD ROM, DVD, print media) • Understands the difference between subject and key word searches • Uses an online periodical data base to access reference for a topic or current event (e.g. Wolrdbookonline, Google, Ask Jeeves, etc.) <p><u>Grade Five</u></p> <ul style="list-style-type: none"> • Searches for appropriate curriculum information within clearly defined guidelines using keyword search strategy • Understands the domain of a URL as the source of the information (e.g. .gov, .com, .edu, .org) • Reads and evaluates search results to determine relevant sites • Locates the author or creator of the web page to determine credibility of the information • Blends use of electronic sources with print sources 			
6-8				
<p>8.5.1 Use concept-specific tools, software, and simulations (e.g. environmental probes, graphing calculators, exploratory</p>	<p><u>Grade Six</u></p> <ul style="list-style-type: none"> • Searches for curriculum on the web, using keyword search strategy • Uses bookmarked sites for information retrieval 			

<p>environments, Web tools) to support learning and research.</p> <p>8.5.2 Design, develop, publish and present products (e.g. Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom.</p> <p>8.5.3 Collaborate with peers, experts, and others using telecommunications and collaborative tools to investigate curriculum-related problems, issues, and information, and to develop solutions or products for audiences inside and outside the classroom.</p> <p>8.5.4 Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p> <p>8.5.5 Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.</p>	<ul style="list-style-type: none"> • Copies relevant information (notes, images) onto open word processing document (i.e. refrains from printing reams of useless information) • Credits electronic source when using information or graphics in classroom projects • Accesses library catalogue from classrooms <p><u>Grade Seven</u></p> <ul style="list-style-type: none"> • Understands how various search engines work (e.g. Google, Yahoo) • Understands components of internet addressing (Uniform Resource Locator) • Develops simple Boolean search strategies to streamline searches and locate appropriate information more efficiently • Evaluates search results to determine relevant sites <p><u>Grade Eight</u></p> <ul style="list-style-type: none"> • Critically assesses internet information used in curriculum projects and multimedia presentations 			
STANDARD 6: Students use technology for problem solving, making informed decisions, and preparing them for citizenship on earth and eternity in heaven.				
Performance Indicators	Skills	Software Resources	Task	Date
K-2				
2.6.1 Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for	<p><u>Kindergarten through Grade Two</u></p> <ul style="list-style-type: none"> • Selects appropriate formatting for project and audience • Selects appropriate software tool for the task • Selects appropriate troubleshooting method to resolve a 			

<p>problem solving, communication, and illustration of thoughts, ideas, and stories.</p>	<p>simple computer problem (e.g. freezing, lost in an application, etc)</p> <ul style="list-style-type: none"> • Chooses appropriate search terms • Chooses between search results to address an area of inquiry 			
<p>3-5</p>				
<p>5.6.1 Use technology resources (e.g. calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.</p> <p>5.6.2 Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.</p> <p>5.6.3 Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.</p>	<p><u>Grade Three</u></p> <ul style="list-style-type: none"> • Selects appropriate formatting for project and audience • Selects appropriate software tool for the task • Selects appropriate troubleshooting method to resolve a simple computer problem (e.g. freezing, lost in an application, etc) • Chooses appropriate search terms • Chooses between search results to address an area of inquiry <p><u>Grades Four and Five</u></p> <ul style="list-style-type: none"> • Preplans for a report or presentation using graphic organizers and timelines • Selects from a given set of search results for URLs appropriate to the task • Selects application software appropriate to the task or assignment • Develops a sense of task completion (i.e. knows when to stop adding elements to presentations) 			
<p>6-8</p>				
<p>8.6.1 Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum.</p> <p>8.6.2 Design, develop, publish and present products (e.g. Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences</p>	<p><u>Grades Six through Eight</u></p> <ul style="list-style-type: none"> • Integrates the writing process into projects and presentations • Understands that presentation software is to assist the presenter • Researches and evaluates the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information • Understands different purposes, techniques, and outcomes among various electronic search tools (e.g. search engines, databases, CD ROMs) • Understands and uses strategies to select and apply appropriate technology for evaluating information 			

<p>inside and outside the classroom.</p> <p>8.6.3 Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems.</p> <p>8.6.4 Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to problem solving.</p> <p>8.6.5 Research and evaluate the accuracy, relevance appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems.</p>	<ul style="list-style-type: none"> • Understands and uses strategies to select and apply appropriate technology for analyzing and synthesizing information 			
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