

2014 New Jersey Core Curriculum Content Standards - Technology

Content Area		Technology	
Standard		8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.	
Strand		A. The Nature of Technology: Creativity and Innovation <i>Technology systems impact every aspect of the world in which we live.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
K-2	The characteristics and scope of technology.	8.2.2.A.1	Define products produced as a result of technology or of nature.
		8.2.2.A.2	Describe how designed products and systems are useful at school, home and work.
	The core concepts of technology.	8.2.2.A.3	Identify a system and the components that work together to accomplish its purpose.
		8.2.2.A.4	Choose a product to make and plan the tools and materials needed.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.2.A.5	Collaborate to design a solution to a problem affecting the community.
3-5	The characteristics and scope of technology.	8.2.5.A.1	Compare and contrast how products made in nature differ from products that are human made in how they are produced and used.
		8.2.5.A.2	Investigate and present factors that influence the development and function of a product and a system.
	The core concepts of technology.	8.2.5.A.3	Investigate and present factors that influence the development and function of products and systems, e.g., resources, criteria and constraints.
	The relationships among technologies and the connections between	8.2.5.A.4	Compare and contrast how technologies have changed over time due to human needs and economic, political and/or cultural influences.

	technology and other fields of study.	8.2.5.A.5	Identify how improvement in the understanding of materials science impacts technologies.
6-8	The characteristics and scope of technology.	8.2.8.A.1	Research a product that was designed for a specific demand and identify how the product has changed to meet new demands (i.e. telephone for communication - smart phone for mobility needs).
	The core concepts of technology.	8.2.8.A.2	Examine a system, consider how each part relates to other parts, and discuss a part to redesign to improve the system.
		8.2.8.A.3	Investigate a malfunction in any part of a system and identify its impacts.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.8.A.4	Redesign an existing product that impacts the environment to lessen its impact(s) on the environment.
		8.2.8.A.5	Describe how resources such as material, energy, information, time, tools, people, and capital contribute to a technological product or system.
9-12	The characteristics and scope of technology.	8.2.12.A.1	Propose an innovation to meet future demands supported by an analysis of the potential full costs, benefits, trade-offs and risks, related to the use of the innovation.
	The core concepts of technology.	8.2.12.A.2	Analyze a current technology and the resources used, to identify the trade-offs in terms of availability, cost, desirability and waste.
	The relationships among technologies and the connections between technology and other fields of study.	8.2.12.A.3	Research and present information on an existing technological product that has been repurposed for a different function.
Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Strand	B. Technology and Society: <i>Knowledge and understanding of human, cultural and societal values are fundamental when designing technological systems and products in the global society.</i>		
Grade Level	Content Statement	Indicator	Indicator

bands	Students will be able to understand:		
K-2	The cultural, social, economic and political effects of technology.	8.2.2.B.1	Identify how technology impacts or improves life.
	The effects of technology on the environment.	8.2.2.B.2	Demonstrate how reusing a product affects the local and global environment.
	The role of society in the development and use of technology.	8.2.2.B.3	Identify products or systems that are designed to meet human needs.
	The influence of technology on history.	8.2.2.B.4	Identify how the ways people live and work has changed because of technology.
3-5	The cultural, social, economic and political effects of technology.	8.2.5.B.1	Examine ethical considerations in the development and production of a product through its life cycle.
	The effects of technology on the environment.	8.2.5.B.2	Examine systems used for recycling and recommend simplification of the systems and share with product developers.
		8.2.5.B.3	Investigate ways that various technologies are being developed and used to reduce improper use of resources.
	The role of society in the development and use of technology.	8.2.5.B.4	Research technologies that have changed due to society’s changing needs and wants.
		8.2.5.B.5	Explain the purpose of intellectual property law.
The influence of technology on history.	8.2.5.B.6	Compare and discuss how technologies have influenced history in the past century.	
6-8	The cultural, social, economic and political effects of technology.	8.2.8.B.1	Evaluate the history and impact of sustainability on the development of a designed product or system over time and present results to peers.
		8.2.8.B.2	Identify the desired and undesired consequences from the use of a product or system.
	The effects of technology on the environment.	8.2.8.B.3	Research and analyze the ethical issues of a product or system on the environment and report findings for review by peers and /or experts.

		8.2.8.B.4	Research examples of how humans can devise technologies to reduce the negative consequences of other technologies and present your findings.
	The role of society in the development and use of technology.	8.2.8.B.5	Identify new technologies resulting from the demands, values, and interests of individuals, businesses, industries and societies.
		8.2.8.B.6	Compare and contrast the different types of intellectual property including copyrights, patents and trademarks.
	The influence of technology on history.	8.2.8.B.7	Analyze the historical impact of waste and demonstrate how a product is upcycled, reused or remanufactured into a new product.
9-12	The cultural, social, economic and political effects of technology.	8.2.12.B.1	Research and analyze the impact of the design constraints (specifications and limits) for a product or technology driven by a cultural, social, economic or political need and publish for review.
	The effects of technology on the environment.	8.2.12.B.2	Evaluate ethical considerations regarding the sustainability of environmental resources that are used for the design, creation and maintenance of a chosen product.
	The role of society in the development and use of technology.	8.2.12.B.3	Analyze ethical and unethical practices around intellectual property rights as influenced by human wants and/or needs.
	The influence of technology on history.	8.2.12.B.4	Investigate a technology used in a given period of history, e.g., stone age, industrial revolution or information age, and identify their impact and how they may have changed to meet human needs and wants.
		8.2.12.B.5	Research the historical tensions between environmental and economic considerations as driven by human needs and wants in the development of a technological product, and present the competing viewpoints to peers for review.
Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		
Strand	C. Design: <i>The design process is a systematic approach to solving problems.</i>		
Grade Level	Content Statement	Indicator	Indicator

bands	Students will be able to understand:		
K-2	The attributes of design.	8.2.2.C.1	Brainstorm ideas on how to solve a problem or build a product.
		8.2.2.C.2	Create a drawing of a product or device that communicates its function to peers and discuss.
		8.2.2.C.3	Explain why we need to make new products.
	The application of engineering design.	8.2.2.C.4	Identify designed products and brainstorm how to improve one used in the classroom.
		8.2.2.C.5	Describe how the parts of a common toy or tool interact and work as part of a system.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.2.C.6	Investigate a product that has stopped working and brainstorm ideas to correct the problem.
3-5	The attributes of design.	8.2.5.C.1	Collaborate with peers to illustrate components of a designed system.
		8.2.5.C.2	Explain how specifications and limitations can be used to direct a product's development.
		8.2.5.C.3	Research how design modifications have lead to new products.
	The application of engineering design.	8.2.5.C.4	Collaborate and brainstorm with peers to solve a problem evaluating all solutions to provide the best results with supporting sketches or models.
		8.2.5.C.5	Explain the functions of a system and subsystems.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.5.C.6	Examine a malfunctioning tool and identify the process to troubleshoot and present options to repair the tool.
		8.2.5.C.7	Work with peers to redesign an existing product for a different purpose.
6-8	The attributes of design.	8.2.8.C.1	Explain how different teams/groups can contribute to the overall design of a product.
		8.2.8.C.2	Explain the need for optimization in a design process.

		8.2.8.C.3	Evaluate the function, value, and aesthetics of a technological product or system, from the perspective of the user and the producer.
	The application of engineering design.	8.2.8.C.4	Identify the steps in the design process that would be used to solve a designated problem.
		8.2.8.C.5	Explain the interdependence of a subsystem that operates as part of a system.
		8.2.8.C.5.a	Create a technical sketch of a product with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.8.C.6	Collaborate to examine a malfunctioning system and identify the step-by-step process used to troubleshoot, evaluate and test options to repair the product, presenting the better solution.
		8.2.8.C.7	Collaborate with peers and experts in the field to research and develop a product using the design process, data analysis and trends, and maintain a design log with annotated sketches to record the developmental cycle.
		8.2.8.C.8	Develop a proposal for a chosen solution that include models (physical, graphical or mathematical) to communicate the solution to peers.
9-12	The attributes of design.	8.2.12.C.1	Explain how open source technologies follow the design process.
		8.2.12.C.2	Analyze a product and how it has changed or might change over time to meet human needs and wants.
	The application of engineering design.	8.2.12.C.3	Analyze a product or system for factors such as safety, reliability, economic considerations, quality control, environmental concerns, manufacturability, maintenance and repair, and human factors engineering (ergonomics).
		8.2.12.C.4	Explain and identify interdependent systems and their functions.
		8.2.12.C.5	Create scaled engineering drawings of products both manually and digitally with materials and measurements labeled.
	The role of troubleshooting, research and development, invention and innovation and experimentation in problem solving.	8.2.12.C.6	Research an existing product, reverse engineer and redesign it to improve form and function.
		8.2.12.C.7	Use a design process to devise a technological product or system that addresses a global problem, provide research, identify trade-offs and constraints, and document the process through drawings that include data and materials.
Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		

Strand		D. Abilities for a Technological World: <i>The designed world is the product of a design process that provides the means to convert resources into products and systems.</i>	
Grade Level bands	Content Statement Students will understand how to:	Indicator	Indicator
K-2	Apply the design process.	8.2.2.D.1	Collaborate and apply a design process to solve a simple problem from everyday experiences.
	Use and maintain technological products and systems.	8.2.2.D.2	Discover how a product works by taking it apart, sketching how parts fit, and putting it back together.
		8.2.2.D.3	Identify the strengths and weaknesses in a product or system.
		8.2.2.D.4	Identify the resources needed to create technological products or systems.
	Assess the impact of products and systems.	8.2.2.D.5	Identify how using a tool (such as a bucket or wagon) aids in reducing work.
3-5	Apply the design process.	8.2.5.D.1	Identify and collect information about a problem that can be solved by technology, generate ideas to solve the problem, and identify constraints and trade-offs to be considered.
		8.2.5.D.2	Evaluate and test alternative solutions to a problem using the constraints and trade-offs identified in the design process to evaluate potential solutions.
	Use and maintain technological products and systems.	8.2.5.D.3	Follow step by step directions to assemble a product or solve a problem.
		8.2.5.D.4	Explain why human-designed systems, products, and environments need to be constantly monitored, maintained, and improved.
		8.2.5.D.5	Describe how resources such as material, energy, information, time, tools, people and capital are used in products or systems.
	Assess the impact of products and systems.	8.2.5.D.6	Explain the positive and negative effect of products and systems on humans, other species and the environment, and when the product or system should be used.
		8.2.5.D.7	Explain the impact that resources such as energy and materials used in a process to produce products or system have on the environment.
6-8	Apply the design process.	8.2.8.D.1	Design and create a product that addresses a real world problem using a design process under specific constraints.
		8.2.8.D.2	Identify the design constraints and trade-offs involved in designing a prototype (e.g., how the prototype might fail and how it might be improved) by completing a design

			problem and reporting results in a multimedia presentation, design portfolio or engineering notebook.
		8.2.8.D.3	Build a prototype that meets a STEM-based design challenge using science, engineering, and math principles that validate a solution.
	Use and maintain technological products and systems.	8.2.8.D.4	Research and publish the steps for using and maintaining a product or system and incorporate diagrams or images throughout to enhance user comprehension.
	Assess the impact of products and systems.	8.2.8.D.5	Explain the impact of resource selection and the production process in the development of a common or technological product or system.
		8.2.8.D.6	Identify and explain how the resources and processes used in the production of a current technological product can be modified to have a more positive impact on the environment.
9-12	Apply the design process.	8.2.12.D.1	Design and create a prototype to solve a real world problem using a design process, identify constraints addressed during the creation of the prototype, identify trade-offs made, and present the solution for peer review.
		8.2.12.D.2	Write a feasibility study of a product to include: economic, market, technical, financial, and management factors, and provide recommendations for implementation.
	Use and maintain technological products and systems.	8.2.12.D.3	Determine and use the appropriate resources (e.g., CNC (Computer Numerical Control) equipment, 3D printers, CAD software) in the design, development and creation of a technological product or system.
	Assess the impact of products and systems.	8.2.12.D.4	Assess the impacts of emerging technologies on developing countries.
		8.2.12.D.5	Explain how material processing impacts the quality of engineered and fabricated products.
		8.2.12.D.6	Synthesize data, analyze trends and draw conclusions regarding the effect of a technology on the individual, society, or the environment and publish conclusions.
Content Area	Technology		
Standard	8.2 Technology Education, Engineering, Design, and Computational Thinking - Programming: All students will develop an understanding of the nature and impact of technology, engineering, technological design, computational thinking and the designed world as they relate to the individual, global society, and the environment.		

Strand		E. Computational Thinking: Programming: <i>Computational thinking builds and enhances problem solving, allowing students to move beyond using knowledge to creating knowledge.</i>	
Grade Level bands	Content Statement Students will be able to understand:	Indicator	Indicator
K-2	Computational thinking and computer programming as tools used in design and engineering.	8.2.2.E.1	List and demonstrate the steps to an everyday task.
		8.2.2.E.2	Demonstrate an understanding of how a computer takes input through a series of written commands and then interprets and displays information as output.
		8.2.2.E.3	Create algorithms (a sets of instructions) using a pre-defined set of commands (e.g., to move a student or a character through a maze).
		8.2.2.E.4	Debug an algorithm (i.e., correct an error).
		8.2.2.E.5	Use appropriate terms in conversation (e.g., basic vocabulary words: input, output, the operating system, debug, and algorithm).
3-5	Computational thinking and computer programming as tools used in design and engineering.	8.2.5.E.1	Identify how computer programming impacts our everyday lives.
		8.2.5.E.2	Demonstrate an understanding of how a computer takes input of data, processes and stores the data through a series of commands, and outputs information.
		8.2.5.E.3	Using a simple, visual programming language, create a program using loops, events and procedures to generate specific output.
		8.2.5.E.4	Use appropriate terms in conversation (e.g., algorithm, program, debug, loop, events, procedures, memory, storage, processing, software, coding, procedure, and data).
6-8	Computational thinking and computer programming as tools used in design and engineering.	8.2.8.E.1	Identify ways computers are used that have had an impact across the range of human activity and within different careers where they are used.
		8.2.8.E.2	Demonstrate an understanding of the relationship between hardware and software.

		8.2.8.E.3	Develop an algorithm to solve an assigned problem using a specified set of commands and use peer review to critique the solution.
		8.2.8.E.4	Use appropriate terms in conversation (e.g., programming, language, data, RAM, ROM, Boolean logic terms).
9-12	Computational thinking and computer programming as tools used in design and engineering.	8.2.12.E.1	Demonstrate an understanding of the problem-solving capacity of computers in our world.
		8.2.12.E.2	Analyze the relationships between internal and external computer components.
		8.2.12.E.3	Use a programming language to solve problems or accomplish a task (e.g., robotic functions, website designs, applications, and games).
		8.2.12.E.4	Use appropriate terms in conversation (e.g., troubleshooting, peripherals, diagnostic software, GUI, abstraction, variables, data types and conditional statements).