

Technology Implications: Consumer & Family

Media Type: Microsoft® PowerPoint® Presentation

Duration: 17 slides

Goal: To assess the impact of technology on individual and family life.

Description: This presentation helps students describe the many uses of technology and determine technological impacts on consumers and families. The presentation provides summaries on the influence of technology in everyday life and promotes class discussion by describing the technological uses in entertainment. The students will also determine the impact of financial management technology on the individual and family.

Objectives:

1. To assess the impact of technology on the lifestyle of consumers and families.
2. To describe uses of technology for financial management processes by individuals and families.
3. To summarize uses of technology in entertainment for consumers and families.



Reading Standards for Literacy in Science & Technical Subjects

Key Ideas & Details		Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
		Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
		Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
	9-10.1	Cite specific textual evidence to support analysis of science and technical texts, attending to the precise details of explanations or descriptions.
	9-10.2	Determine the central ideas or conclusions of a text; trace the text's explanation or depiction of a complex process, phenomenon, or concept; provide an accurate summary of the text.
	9-10.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks, attending to special cases or exceptions defined in the text.
	11-12.1	Cite specific textual evidence to support analysis of science and technical texts, attending to important distinctions the author makes and to any gaps or inconsistencies in the account.
11-12.2	Determine the central ideas or conclusions of a text; summarize complex concepts, processes, or information presented in a text by paraphrasing them in simpler but still accurate terms.	
11-12.3	Follow precisely a complex multistep procedure when carrying out experiments, taking measurements, or performing technical tasks; analyze the specific results based on explanations in the text.	

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Reading Standards for Literacy in Science & Technical Subjects

Craft & Structure		Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
		Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., a section, chapter, scene, or stanza) relate to each other and the whole.
		Assess how point of view or purpose shapes the content and style of a text.
	9-10.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 9–10 texts and topics.
	9-10.5	Analyze the structure of the relationships among concepts in a text, including relationships among key terms.
	9-10.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, defining the question the author seeks to address.
	11-12.4	Determine the meaning of symbols, key terms, and other domain-specific words and phrases as they are used in a specific scientific or technical context relevant to grades 11–12 texts and topics.
	11-12.5	Analyze how the text structures information or ideas into categories or hierarchies, demonstrating understanding of the information or ideas.
	11-12.6	Analyze the author's purpose in providing an explanation, describing a procedure, or discussing an experiment in a text, identifying important issues that remain unresolved.
Integration of Knowledge & Ideas		Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
		Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
		Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.
	9-10.7	Translate quantitative or technical information expressed in words in a text into visual form and translate information expressed visually or mathematically into words.
	9-10.8	Assess the extent to which the reasoning and evidence in a text support the author's claim or a recommendation for solving a scientific or technical problem.
	9-10.9	Compare and contrast findings presented in a text to those from other sources, noting when the findings support or contradict previous explanations or accounts.
	11-12.7	Integrate and evaluate multiple sources of information presented in diverse formats and media in order to address a question or solve a problem.
	11-12.8	Evaluate the hypotheses, data, analysis, and conclusions in a science or technical text, verifying the data when possible and corroborating or challenging conclusions with other sources of information.
	11-12.9	Synthesize information from a range of sources into a coherent understanding of a process, phenomenon, or concept, resolving conflicting information when possible.
Range of Reading & Level of Text Complexity		Read and comprehend complex literary and informational texts independently and proficiently.
	9-10.10	By the end of grade 10, read and comprehend science/technical texts in the grades 9–10 text complexity band independently and proficiently.
	11-12.10	By the end of grade 12, read and comprehend science/technical texts in the grades 11–CCR text complexity band independently and proficiently.

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Cluster	Standard
	Demonstrate effective professional communication skills and practices that enable positive customer relationships.
	Use product or service design processes and guidelines to produce a quality information technology (IT) product or service.
	Demonstrate the use of cross-functional teams in achieving IT project goals.
	Demonstrate positive cyber citizenry by applying industry accepted ethical practices and behaviors.
	Explain the implications of IT on business development.
	Describe trends in emerging and evolving computer technologies and their influence on IT practices.
	Perform standard computer backup and restore procedures to protect IT information.
	Recognize and analyze potential IT security threats to develop and maintain security requirements.
	Describe quality assurance practices and methods employed in producing and providing quality IT products and services.
	Describe the use of computer forensics to prevent and solve information technology crimes and security breaches.
	Demonstrate knowledge of the hardware components associated with information systems.
	Compare key functions and applications of software and determine maintenance strategies for computer systems.
Information Support & Services Career Pathway (IT-SUP)	Provide technology support to maintain service.
	Manage operating systems and software applications, including maintenance of upgrades, patches and service packs.
	Apply appropriate troubleshooting techniques in resolving computer hardware, software and configuration problems.
	Perform installation, configuration and maintenance of operating systems.
	Demonstrate the use of networking concepts to develop a network.
	Evaluate the effectiveness of an information system.
	Employ system installation and maintenance skills to setup and maintain an information system.
	Employ system administration and control skills to monitor the performance of an information system.
	Employ technical writing and documentation skills in support of an information system.
	Apply quality assurance processes to maximize information system operation.
Network Systems Career Pathway (IT-NET)	Analyze customer or organizational network system needs and requirements.
	Analyze wired and wireless network systems to determine if they meet specifications (e.g., IEEE, power, security).
	Design a network system using technologies, tools and standards.
	Perform network system installation and configuration.
	Perform network administration, monitoring and support to maintain a network system.
Programming & Software Development Career Pathway (IT-PRG)	Analyze customer software needs and requirements.
	Demonstrate the use of industry standard strategies and project planning to meet customer specifications.
	Analyze system and software requirements to ensure maximum operating efficiency.
	Demonstrate the effective use of software development tools to develop software applications.
	Apply an appropriate software development process to design a software application.
	Program a computer application using the appropriate programming language.
	Demonstrate software testing procedures to ensure quality products.
	Perform quality assurance tasks as part of the software development cycle.
	Perform software maintenance and customer support functions.
Design, create and maintain a database.	

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Common Core Standards

Cluster	Standard
Web & Digital Communications Career Pathway (IT-WD)	Analyze customer requirements to design and develop a Web or digital communication product.
	Apply the design and development process to produce user-focused Web and digital communications solutions.
	Write product specifications that define the scope of work aligned to customer requirements.
	Demonstrate the effective use of tools for digital communication production, development and project management.
	Develop, administer and maintain Web applications.
	Design, create and publish a digital communication product based on customer needs.
	Evaluate the functionality of a digital communication product using industry accepted techniques and metrics.
	Implement quality assurance processes to deliver quality digital communication products and services.
	Perform maintenance and customer support functions for digital communication products.
Comply with intellectual property laws, copyright laws and ethical practices when creating Web/digital communications.	

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Lesson Plan

Student and Teacher Notes are available to print in outline format. You can access these documents under the “Printable Resources” section. If student licenses have been purchased, an interactive version of the Student Notes is available in the “Interactive Activities” section. If printing the full PowerPoint® is desired, you may download the file and print the handouts as needed.

Class 1: Pass out the *Technology Use at Home Activity* and allow time for students to complete it. Based on the activity, begin a class discussion on how we use technology everyday. Then, hand out the *Technology Implications: Consumer & Family Vocabulary Handout* for students to fill in as they view the presentation. Show *Technology Implications: Consumer & Family*.



Slides
1-17

Class 2: Administer the *Technology Implications: Consumer & Family Assessment*. Divide students into groups of two or three. Instruct students to start the *Technology Timeline Project*. Allow students to use the remainder of class to work on the *Project*.

Class 3: Students should present the *Technology Timeline Project* to the class.



Lab Activities

Technology Use at Home

Directions:

Distribute the *Technology Use at Home Student Activity*. Instruct students to list five technologies they use at home which have become popular in the past 10 years. Students will write down the function of each technology. Start a discussion on how we use technology everyday.



Projects

Technology Timeline

Directions:

Divide students into groups of three or four. Assign each group a 10-year time span beginning with 1900. Instruct students to research technological advances during the assigned period of time. Students will create a Microsoft® PowerPoint® presentation detailing the findings. Provide extra credits to students who include influential people or historical events which had an impact during the time period.



Lesson Links

Public Broadcasting Station

- <http://www.pbs.org>

National Institute of Standards and Technology

- <http://www.atp.nist.gov/>



Career & Technical Student Organizations

FCCLA

- Applied Technology
- Recycle and redesign



Career Connections

Using the *Career Connections Activity*, allow students to explore the various careers associated with this lesson. See the *Activity* for more details. *If student licenses have been purchased:* Students will select the interviews to watch based on your directions. *If only a teacher license is purchased:* Show students all the career interviews and instruct them to only complete the interview form for the required number of interviews.

- iCEV50524, Jerry Sensabaugh, Vice President, Big Bad Wolf Creative Group
- iCEV50525, Alan White, Chairman/CEO, Plains Capital Bank