

Title of the Content Area
<p>Major Concepts of the course. This is found in the Curriculum Guide and is the Content Area Description</p>
<p style="text-align: center;">MAJOR CONCEPTS AND TOPICS</p> <p>Here is listed each course Unit along with the lesson/topics for each Unit. This will need to be determined by the teachers working on this project. We try to include every unit that is taught in NH under this Content Area. The following statement will precede the list of Major Concepts.</p> <p><i>For all Major Concepts, material should be overlaid, as appropriate, to include instruction and practice with safety issues, historical aspects, impacts, and management and control of the technology and exploratory occupational information. Sub-topics of these elements include:</i></p> <ul style="list-style-type: none"> <i>A. Historical aspects</i> <i>B. Impacts</i> <ul style="list-style-type: none"> <i>a. Cultural</i> <i>b. Social</i> <i>c. Economic</i> <i>d. Political</i> <i>e. Environmental</i> <i>C. Management/Control</i> <ul style="list-style-type: none"> <i>a. Management processes to plan organize and control</i> <i>D. Safety</i> <ul style="list-style-type: none"> <i>a. Safety devices</i> <i>b. Agencies and regulations</i> <ul style="list-style-type: none"> <i>1. Local</i> <i>2. State</i> <i>3. Federal</i> <i>E. Careers</i> <p>Place the remaining major topics/lessons from the Unit after the above statement.</p>
<p style="text-align: center;">CONTENT COMPETENCIES</p> <p>Below are the 13 overarching Technology Education Course Competencies that have been identified by the committee to develop these course competencies. Each Content Area Should address each of these competencies.</p> <ol style="list-style-type: none"> 1. Students will understand that the study of technology involves an organized set of concepts, processes, and systems that are specific to the study of technology. 2. Students will understand that the implementation of technological solutions requires the application of human and material resources, processes, and systems. 3. Students will understand that technological systems require input, processes, output, and feedback. 4. Students will understand that relationships exist among technologies and between technology and other fields of study. 5. Students will understand that there are interrelationships among the individual, society, technology, and the environment. 6. Students will understand that solving problems relating to a variety of technological systems requires the use of technical information.

7. Students will understand that they must develop the ability to question, investigate, experiment, and evaluate; habits of mind necessary to a lifelong learner.
8. Students will understand that solving technological problems involves cooperation, collaboration, and individual contributions.
9. Students will understand that technological problem solving requires the application of the design process.
10. Students will understand that all technological systems require the development of safe and acceptable applications of techniques, equipment, and materials.
11. Students will understand that safe practices, attitudes, and awareness are essential within all areas and levels of technologies.
12. Students will understand that there is a need for human societies to develop, control, and maintain a variety of technological systems such as medical, agricultural, biological, energy and power, information and communication, transportation, manufacturing and construction.
13. Students will understand that it is important to develop leadership abilities through participation in co-curricular activities such as the Technology Student Association.

Major Concept: Place the Unit title here

Topics	List the topics from each concept item here.
Content Competencies	NH Course Competencies addressed by this Unit are listed here. Paste the appropriate overarching Technology Education Course Competencies in this space.
Knowledge/Skills	List the Unit Objectives. All the things you do with your students will be listed here. Begin each sentence with action verbs such as describe, define, list, state, discuss, create, plan, explain, etc...

Sample Performance Assessment SPA #1	Here you will use your imagination to develop an Engaging Scenario to hook the students. This is a performance task in a real-world setting designed to attract and hold student interest. There is one SPA that should assess just about all competencies for each concept. Think of it as a final assessment for a unit.
Topics in SPA #1	Topics/lessons covered by this SPA will be listed in this space. (copy and paste from above)
Content Competencies Addressed in SPA #1	NH Course Competencies addressed by this Unit are listed here. Paste the appropriate overarching Technology Education Course Competencies in this space. (copy and paste from above)
SPA #1 Rubric	

Level 4	Level 3	Level 2	Level 1
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<p>The student will:</p> <p>The scenario above will list a number of criteria and constraints that must be met for the student to be successful. List them here, determine what constitutes a response by the student that is “above and beyond” what is expected and describe that response here.</p>	<p>The student will:</p> <p>The scenario above will list a number of criteria and constraints that must be met for the student to be successful. List them here, determine what constitutes an expected response by the student and describe that response here.</p>	<p>The student will:</p> <p>The scenario above will list a number of criteria and constraints that must be met for the student to be successful. List them here, determine what constitutes a satisfactory response by the student and describe that response here.</p>	<p>The student will:</p> <p>The scenario above will list a number of criteria and constraints that must be met for the student to be successful. List them here, determine what constitutes a less than satisfactory response by the student and describe that response here.</p>
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Continue with each Major Concept/Unit that is included in this Content Area.