

NATURE, CONCEPTS AND SYSTEMS
(SYSTEMS THINKING, INTERACTIONS, AND DESIGN)

6-8

Indicator 1: Students understand the history and progression of technology in relation to the development and design of future technology.

Sixth Grade	Seventh Grade	Eighth Grade
6.NC.1.1 Compare technology from the past to the present as a progression of input, process, output. (Analysis)	7.NC.1.1 Outline the implications of increasing computing potential over time. (Analysis)	8.NC.1.1 Evaluate the innovations contributed by individuals and institutions related to technology to understand that role in the development and design of technology. (Evaluation)

Indicator 2: Students analyze the parts of a technological system in terms of input, process, output, and feedback.

Sixth Grade	Seventh Grade	Eighth Grade
6.NC.2.1 Analyze the processes of technology systems. (Analysis)	7.NC.2.1 Describe how subsystems work within a larger system. (Comprehension)	8.NC.2.1 Compare the effect one system has on another system. (Analysis)

Indicator 3: Students analyze the relationships and the connections between technologies in different fields of study and how they apply to communities.

Sixth Grade	Seventh Grade	Eighth Grade
6.NC.3.1 Identify careers in various technology areas. (Knowledge)	7.NC.3.1 Compare technology education skills required to pursue a variety of career paths. (Synthesis)	8.NC.3.1 Evaluate technology education skills required to pursue a chosen personal career path. (Evaluation)

Indicator 4: Students understand the purpose and demonstrate the use of the design process in problem solving.

Sixth Grade	Seventh Grade	Eighth Grade
6.NC.4.1 Demonstrate the iterative nature of the design process. (Comprehension)	7.NC.4.1 Provide examples that show the universal nature of the design process. (Application)	8.NC.4.1 Validate the design process in problem-solving activities. (Synthesis)