

# **Madrona K-8 Technology Standards**

## **2001-2002 (Draft)**

This document is a compilation of technology plans from various schools and school districts. The majority of the information comes from the National Educational Technology Standards Project (NETS), an International Society al Society for Technology in Education initiative (ISTE). All sources utilized can be found listed at the end of the document.

Grades have been grouped together in the same way that Madrona offers multi-age instruction. Performance indicators are taken directly from the NETS document, and refer to each of the six standards categories to which the performance is linked.

The final column, projects and/or technologies, is still a work in progress. It is intended to give more specific information about instruction, such as skills to be mastered, projects to be completed, or applications to be utilized. Eventually this column will have hyperlinks to specific activities that support all of the six technology standards in each of the grade band areas. Underlined items are currently linked to supporting activities.

## Standard 1: Basic operations and Concepts

Grade Level	Performance Indicators	Projects and/or Technologies
1-3	<ul style="list-style-type: none"> <li>• Use input and output devices to operate computers, audio tapes and other technologies</li> <li>• Use a variety of media and technology resources for directed and independent learning activities</li> <li>• communicate about technology using developmentally appropriate and accurate terminology</li> </ul>	<ul style="list-style-type: none"> <li>◇ use tape recorder, computer, vcr, tv</li> <li>◇ Mouse Trap</li> <li>◇ opens, creates and saves files</li> <li>◇ uses draw and paint modules (AppleWorks)</li> <li>◇ uses accurate, age appropriate language when communicating about technology</li> <li>◇ CD Rom Encyclopedias</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use keyboards and other common input &amp; output devices efficiently and effectively</li> <li>• Discuss common uses of technology in daily life and advantages and disadvantages those uses provide.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Uses computer, scanners, digital cameras, DVD drives</li> <li>◇ Identifies computer parts and peripheral equipment</li> <li>◇ creates and saves documents to local drives and remote servers</li> <li>◇ imports graphics/pictures</li> <li>◇ uses editing tools (AppleWorks, MS Word)</li> <li>◇ prints documents with correct page set up</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.</li> <li>• Demonstrate an understanding of concepts underlying hardware, software and connectivity, and practical applications to learning and problem solving.</li> </ul>	<ul style="list-style-type: none"> <li>◇ Uses computer, scanners, digital video cameras, DVD drives</li> <li>◇ Creates structure of files and folders</li> <li>◇ Multitask by running 2 or more programs</li> <li>◇ Troubleshoot using find, force-quit, help menu</li> <li>◇ Uses keyboard shortcuts</li> <li>◇ Uses advanced word-processing skills (AppleWorks, Word)</li> </ul>

## Standard 2: Social, ethical and human issues

Grade Level	Performance Indicators	Projects and/or Technologies
1-3	<ul style="list-style-type: none"> <li>• Practice responsible use of technology systems and software</li> <li>• Work cooperatively and collaboratively with peers, family members, and others when using technology</li> </ul>	<ul style="list-style-type: none"> <li>◇ takes turns using technology</li> <li>◇ identifies computers as tools for accessing current information</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Discuss basic issues related to responsible use of technology and information; and describe personal consequences of inappropriate use</li> <li>• Discuss common uses of technology in daily life and advantages and disadvantages those uses provide</li> </ul>	<ul style="list-style-type: none"> <li>◇ demonstrates appropriate care of technology equipment</li> <li>◇ identifies the computer as a machine that helps people work and play</li> <li>◇ identifies uses of technology at home, school and work</li> <li>◇ acknowledges sources of information and awareness of legal/ethical issues</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society</li> <li>• Exhibit legal and ethical behavior when using information and technology, and discuss consequences of misuse</li> <li>• Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems</li> </ul>	<ul style="list-style-type: none"> <li>◇ understands and abides by copyright laws</li> <li>◇ discriminates between ethical and unethical information access</li> </ul>

### Standard 3: Technology Productivity Tools

Grade Level	Performance Indicators	Projects and/or Technologies
1-3	<ul style="list-style-type: none"> <li>• Use technology resources for problem solving, communication and illustration of thoughts, ideas, and stories</li> <li>• Create developmentally appropriate multimedia products with support from teachers, family members, or student partners</li> </ul>	<ul style="list-style-type: none"> <li>◇ AppleWorks slideshow, draw, paint and word processing modules</li> <li>◇ Kidspiration</li> <li>◇ All the Right Type</li> <li>◇ Navigates the WWW with assistance</li> <li>◇ send e-mail with assistance</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and to facilitate learning throughout the curriculum</li> <li>• Use technology tools for writing, communication, and publishing activities to create knowledge products for audiences insides and outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>◇ AppleWorks slideshow, draw, paint <a href="#">word processing</a>, database and spreadsheet modules</li> <li>◇ Inspiration</li> <li>◇ Powerpoint</li> <li>◇ All the Right Type</li> <li>◇ navigates the WWW</li> <li>◇ uses search engines</li> <li>◇ send e-mail</li> <li>◇ Photoshop</li> <li>◇ Band-in-a-box</li> <li>◇ Geo-Logic</li> <li>◇ <a href="#">Hyperstudio</a></li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Use content-specific tools, software and simulations to support learning and research</li> <li>• Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum</li> </ul>	<ul style="list-style-type: none"> <li>◇ AppleWorks slideshow, draw, paint, word processing, database and spreadsheet modules</li> <li>◇ Inspiration</li> <li>◇ All the Right Type</li> <li>◇ navigates the WWW</li> <li>◇ uses advanced search features</li> <li>◇ utilizes e-mails w/ attachments and address book</li> <li>◇ <a href="#">Photoshop</a></li> <li>◇ Netscape Composer, Pagemill</li> <li>◇ HTML documents</li> <li>◇ PageMaker</li> <li>◇ Hyperstudio</li> </ul>

## Standard 4: Technology Communication Tools

Grade Level	Performance Indicators	Projects and/or Technologies
1-3	<ul style="list-style-type: none"> <li>• Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories</li> <li>• Gather information and communicate with others using telecommunications, with support from teacher or family members</li> </ul>	<ul style="list-style-type: none"> <li>◇ key pals</li> <li>◇ access school and class web site for interest and information</li> <li>◇ navigates WWW with assistance</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use telecommunications efficiently and effectively to access remote information and communicate with others in support of direct and independent learning and for pursuit of personal interests</li> <li>• Use telecommunications and on-line resources to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom</li> </ul>	<ul style="list-style-type: none"> <li>◇ key pals</li> <li>◇ access school and class web site for interest and information</li> <li>◇ creates a web page with assistance or contributes to it</li> <li>◇ navigates WWW</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom</li> <li>• 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</li> </ul>	<ul style="list-style-type: none"> <li>◇ Key Results Task (Middle school requirement)</li> <li>◇ PowerPoint presentation</li> <li>◇ Web Quests</li> <li>◇ on-line discussions</li> <li>◇ web page construction</li> <li>◇ HyperStudio</li> <li>◇ digital video (iMovie) project</li> </ul>

## Standard 5: Technology & Research Tools

Grade Level	Performance Indicators	Projects and/or Technologies
1-3	<ul style="list-style-type: none"> <li>• Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories</li> </ul>	<ul style="list-style-type: none"> <li>◇ on-line reference tools (encyclopedia, dictionary, databases) to support learning</li> <li>◇ Winnebago library search</li> </ul>
4-6	<ul style="list-style-type: none"> <li>• Use technology resources for problems-solving, self-directed learning, and extended learning activities</li> <li>• Use telecommunications and on-line resources to participate in collaborative problem-solving activities to develop solutions or products for audiences inside and outside the classroom</li> <li>• Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems</li> </ul>	<ul style="list-style-type: none"> <li>◇ spreadsheets (compiling &amp; analyzing data)</li> <li>◇ Winnebago library search</li> <li>◇ Accelerated Reader</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• 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</li> <li>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</li> <li>• Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems</li> </ul>	<ul style="list-style-type: none"> <li>◇ <a href="#">Home Economics project</a> (AppleWorks spreadsheet template)</li> <li>◇ Accelerated Reader</li> </ul>

## Standard 6: Technology problem-solving and decision-making tools

Grade Level	Performance Indicators	Projects and/or Technologies
1-3	<ul style="list-style-type: none"> <li>• Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories</li> </ul>	
4-6	<ul style="list-style-type: none"> <li>• Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources</li> <li>• Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems</li> </ul>	<ul style="list-style-type: none"> <li>◇ Oregon Trail CD Rom</li> <li>◇ Interactive web site</li> <li>◇ Webquests</li> <li>◇ use color, text, buttons or links to complement projects</li> </ul>
7-8	<ul style="list-style-type: none"> <li>• Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems</li> <li>• Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and practical application to learning and problem solving</li> </ul>	<ul style="list-style-type: none"> <li>◇ Use a media display device (LCD projector) to present project</li> <li>◇ Operate a scanner and digital camera</li> <li>◇ Simulation software: (SimCity, SimLife)</li> <li>◇ sort &amp; filter features of spreadsheets to interpret information</li> <li>◇ import sound, graphic, and video files to complement projects</li> </ul>

Edmonds School District Technology Plan. Draft 10/27/98

School Expectations, adopted October, 2000, by Bellingham School Board. Bellingham Public Schools. url:  
<http://www.bham.wednet.edu/standards/Standards-School%20Expectations.htm>

Kent School District Technology Standards. url:  
<http://www.kent.wednet.edu/curriculum/tech/>

Lake Washington School District. Technology Web Page. url:  
<http://www.lkwash.wednet.edu/lwsd/html/programs/technology/default.asp>

Mill Valley School District Student Technology Standards. url:  
<http://www.mvschools.org/techweb/staffdev/standards.htm>

National Educational Technology Standards for Students.  
International Society for Technology in Education & Milken Exchange on Education Technology.

Technology Curriculum Integration & Implementation Plan 2000.  
Sherwood Technology Committee, Edmonds School District

