

Student Technology Competencies Grades 3 – 5

1. Foundations: - The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:	3	4	5
1(A) - use technology terminology appropriate to the task	I/P	I/P	I/P
1(B) - save and delete files, uses menu options and commands, and work with more than one software application;	I	P	M
1(C) identify and describe the characteristics of digital input, processing, and output	I	P	M
1(D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity; and	I	I	I/P
1(E) access remote equipment on a network such as a printer or other peripherals	I	P	M
2. Foundations - The student uses data input skills appropriate to the task. The student is expected to:	3	4	5
2(A) use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen;	P	P	M
2(B) use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns;	P	P	M
2(C) demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;	P	P	M
2(D) produce documents at the keyboard, proofread, and correct errors;	P	P	M
2(E) use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate; and	P	P	M
2(F) demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of instruction.	I/P	P	P

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3. Foundations - The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:	3	4	5
3(A) follow acceptable use policies when using computers; and	P	P	M
3(B) model respect of intellectual property by not illegally copying software or another individual's electronic work.	P	M	M
4. Information Acquisition - The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:	3	4	5
4(A) apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies; and	I/P	P	P
4(B) select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing.	I	P	P
5. Information Acquisition - The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:	3	4	5
5 (A) acquire information including text, audio, video, and graphics; and	P	P	M
5 (B) use on-line help and documentation.	P	P	P
6. Information Acquisition - The student evaluates the acquired electronic information. The student is expected to:	3	4	5
6 (A) apply critical analysis to resolve information conflicts and validate information;	I	P	P
6 (B) determine the success of strategies used to acquire electronic information; and	P	P	M
6 (C) determine the usefulness and appropriateness of digital information.	P	P	M

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7. Solving Problems - The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:	3	4	5
7 (A) use software programs with audio, video, and graphics to enhance learning experiences;	P	P	M
7 (B) use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia; and	I/P	P	P
7 (C) use a variety of data types including text, graphics, digital audio, and video.	P	P	M
8. Solving Problems - The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:	3	4	5
8 (A) use communication tools to participate in group projects;	P	P	P
8 (B) use interactive technology environments, such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or on-line interactive lessons, to manipulate information; and	I	P	P
8 (C) participate with electronic communities as a learner, initiator, contributor, or mentor.	I	P	P
9. Solving Problems - The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:	3	4	5
9 (A) use software features, such as on-line help, to evaluate work progress; and	P	P	M
9 (B) use software features, such as slide show previews, to evaluate final product.	P	P	M

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10. Communication - The student formats digital information for appropriate and effective communication. The student is expected to:	3	4	5
10 (A) use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience;	P	P	M
10 (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays, Internet documents, and printed materials; and	I/P	P	M
10 (C) use appropriate applications including, but not limited to, spreadsheets and databases to develop charts and graphs by using data from various sources.	I	P	M
11. Communication - The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:	3	4	5
11 (A) publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video; and	I/P	P	M
11 (B) use presentation software to communicate with specific audiences.	I/P	P	M
12. Communication - The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:	3	4	5
12 (A) select representative products to be collected and stored in an electronic evaluation tool;	P	P	M
12 (B) evaluate the product for relevance to the assignment or task; and	P	P	M
12 (C) create technology assessment tools to monitor progress of project such as checklists, timelines, or rubrics.	I	P	M