

WOODSTOCK PUBLIC SCHOOLS

TECHNOLOGY CURRICULUM

APPROVED JUNE 12, 2003

Woodstock Public School District Technology Curriculum

Philosophy Statement

“The challenge facing America’s schools is the empowerment of all children to effectively function in their future, a future marked increasingly with change, information growth, and evolving technologies. Technology is a powerful tool with enormous potential for paving high-speed highways from outdated educational systems to systems capable of providing learning opportunities for all, to better serve the needs of 21st century work, communications, learning, and life.”

Taken From: National Educational Technology Standards (NETS) for Students: Connecting Curriculum and Technology, developed by ISTE, the International Society for Technology in Education (2000)

The Woodstock Public School District has adopted the State of Connecticut’s Technology standards, which evolved from ISTE’s NETS framework. The International Society for Technology in Education spent countless hours to develop standards that partnered the curriculum standards from the English language arts, foreign languages, mathematics, science, and social studies curricula. Our district technology curriculum proposes to integrate an increasing use of basic technology skills into other existing curricular areas. A systematic development of the use of technology skills throughout grades K-8 can facilitate the implementation of subject area curriculum, in addition to supporting technology literacy among students. It is the goal of our district to ensure that all K-8 students in Woodstock meet these required basic technology skill levels before furthering their education at the secondary level.

Woodstock Technology Competency Standards for Students Grade One

1. Basic Operations and Concepts Student Performance Standards

Level of Proficiency

1A: Use input devices (e.g., mouse, keyboard, digital camera, scanner) **and output devices** (e.g., monitor, printer) **to successfully operate computers and other technologies.**

Introduce

1B: Use developmentally appropriate multimedia resources to support learning. (e.g., interactive books, educational software (simulations, drill & practice), multimedia encyclopedias, Internet sources)

Introduce

1C: Communicate about technology using developmentally appropriate and accurate terminology.

Introduce

1D: Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.

Introduce

1E: Use basic features (e.g., entering information/editing, calculating, manipulating information, saving/retrieving files, printing) **of personal productivity software.** (word processing, desktop publishing, spreadsheets, databases, etc.)

Introduce

1F: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.

Introduce

2. Social, Ethical and Human Issues Student Performance Standards

2A: Exhibit responsible, legal and ethical behaviors when using information and technology (software, hardware, networks), **and discuss consequences of inappropriate use.**

Introduce

2C: Work cooperatively and collaboratively with others when using technology.

Introduce

Woodstock Technology Competency Standards for Students Grade One

3. Technology Productivity Tools Student Performance Standards

Level of Proficiency

- 3A: Use productivity tools, software, and peripherals** {e.g., multimedia authoring, scanner, digital camera, logical puzzles, thinking programs, drawing tools, environmental probes, graphing calculator, web tools (e.g., virtual tours and emovies)} **to support personal productivity, remediate skill deficits, and facilitate learning and research.** Introduce
- 3B: Use appropriate software** (e.g., spreadsheet, database, hypermedia) **to construct, organize, calculate, analyze and interpret ideas and data, and to present conclusions.** Introduce
- 3C: Use personal productivity software to create products** (e.g., creative writing, newsletters, budgets, brochures, imported graphics, multimedia, web pages, etc.) **in a wide range of formats.** Introduce

5. Technology Research Tools Student Performance Standards

- 5A: Use technology resources** (e.g., Internet searches, calculators, data collection probes, videos, educational software, databases, CD-ROMS) **for problem-solving, self-directed learning and extended learning activities.** Introduce
- 5B: Demonstrate the ability to navigate through a variety of software menus to access information** (CD-ROMS, Internet). Introduce

6. Technology Problem-Solving and Decision-Making Tools Student Performance Standards

- 6A: Use technology resources for problem-solving, self-directed learning and extended learning activities.** Introduce

Woodstock Technology Competency Standards for Students Grade - Kindergarten

1. Basic Operations and Concepts Student Performance Standards

Level of Proficiency

1A: Use input devices (e.g., mouse, keyboard, digital camera, scanner) **and output devices** (e.g., monitor, printer) **to successfully operate computers and other technologies.**

Introduce

1B: Use developmentally appropriate multimedia resources to support learning. (e.g., interactive books, educational software (simulations, drill & practice), multimedia encyclopedias, Internet sources)

Introduce

1C: Communicate about technology using developmentally appropriate and accurate terminology.

Introduce

1D: Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.

Introduce

2. Social, Ethical and Human Issues Student Performance Standards

2A: Exhibit responsible, legal and ethical behaviors when using information and technology (software, hardware, networks), **and discuss consequences of inappropriate use.**

Introduce

2C: Work cooperatively and collaboratively with others when using technology.

Introduce

3. Technology Productivity Tools Student Performance Standards

3A: Use productivity tools, software, and peripherals {e.g., multimedia authoring, scanner, digital camera, logical puzzles, thinking programs, drawing tools, environmental probes, graphing calculator, web tools (e.g., virtual tours and emovies)} **to support personal productivity, remediate skill deficits, and facilitate learning and research.**

Introduce

3C: Use personal productivity software to create products (e.g., creative writing, newsletters, budgets, brochures, multimedia, web pages, etc.) **in a wide range of formats.**

Introduce

Woodstock Technology Competency Standards for Students Grade - Kindergarten

5. Technology Research Tools Student Performance Standards

Level of
Proficiency

5A: Use technology resources (e.g., Internet searches, calculators, data collection probes, videos, educational software, databases, CD-ROMS) **for problem-solving, self-directed learning and extended learning activities.**

Introduce

5B: Demonstrate the ability to navigate through a variety of software menus to access information (CD-ROMS, Internet).

Introduce

6. Technology Problem-Solving and Decision-Making Tools Student Performance Standards

6A: Use technology resources for problem-solving, self-directed learning and extended learning activities.

Introduce

Woodstock Technology Competency Standards for Students Grade Two

1. Basic Operations and Concepts Student Performance Standards

Level of Proficiency

- | | |
|---|-----------|
| 1A: Use input devices (e.g., mouse, keyboard, digital camera, scanner) and output devices (e.g., monitor, printer) to successfully operate computers and other technologies. | Develop |
| 1B: Use developmentally appropriate multimedia resources to support learning. (e.g., interactive books, educational software (simulations, drill & practice), multimedia encyclopedias, Internet sources) | Introduce |
| 1C: Communicate about technology using developmentally appropriate and accurate terminology. | Introduce |
| 1D: Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. | Develop |
| 1E: Use basic features (e.g., entering information/editing, calculating, manipulating information, saving/retrieving files, printing) of personal productivity software. (word processing, desktop publishing, spreadsheets, databases, etc.) | Introduce |
| 1F: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. | Introduce |
| 1G: Independently use online resources efficiently and effectively to access remote information and investigate personal and academic interest areas. | Introduce |

Woodstock Technology Competency Standards for Students Grade Two

2. Social, Ethical and Human Issues Student Performance Standards

Level of Proficiency

2A: Exhibit responsible, legal and ethical behaviors when using information and technology (software, hardware, networks), **and discuss consequences of inappropriate use.**

Introduce

2B: Evaluate the accuracy, relevance, appropriateness, and bias of Internet resources.

Introduce

2C: Work cooperatively and collaboratively with others when using technology.

Develop

3. Technology Productivity Tools Student Performance Standards

3A: Use productivity tools, software, and peripherals {e.g., multimedia authoring, scanner, digital camera, logical puzzles, thinking programs, drawing tools, environmental probes, graphing calculator, web tools (e.g., virtual tours and emovies)} **to support personal productivity, remediate skill deficits, and facilitate learning and research.**

Introduce

3B: Use appropriate software (e.g., spreadsheet, database, hypermedia) **to construct, organize, calculate, analyze and interpret ideas and data, and to present conclusions.**

Introduce

3C: Use personal productivity software to create products (e.g., creative writing, newsletters, budgets, brochures, imported graphics, multimedia, web pages, etc.) **in a wide range of formats.**

Introduce

Woodstock Technology Competency Standards for Students Grade Two

4. Technology Communications Tools Student Performance Standards

Level of Proficiency

- | | |
|--|-----------|
| 4A: Use technology tools (e.g., multimedia authoring, web tools, digital cameras, scanners) to collaborate, publish, and present to audiences. | Introduce |
| 4B: Participate in collaborative information gathering and problem-solving activities to develop solutions or products for an audience. | Introduce |
| 4C: Gather information and collaborate with peers, experts, and others using telecommunications tools to investigate curriculum-related problems and information, and to develop solutions or products for audiences. | Introduce |

5. Technology Research Tools Student Performance Standards

- | | |
|---|-----------|
| 5A: Use technology resources (e.g., Internet searches, calculators, data collection probes, videos, educational software, databases, CD-ROMS) for problem-solving, self-directed learning and extended learning activities. | Introduce |
| 5B: Demonstrate the ability to navigate through a variety of software menus to access information (CD-ROMS, Internet). | Introduce |
| 5C: Demonstrate the ability to use a variety of features to locate information using an Internet search engine or directory. | Introduce |
| 5D: Use a variety of technology tools to organize and manipulate data (e.g., charts, graphs, tables, spreadsheets, databases) to solve problems. | Introduce |

6. Technology Problem-Solving and Decision-Making Tools Student Performance Standards

- | | |
|---|-----------|
| 6A: Use technology resources for problem-solving, self-directed learning and extended learning activities. | Introduce |
|---|-----------|

Woodstock Technology Competency Standards for Students Grade Three

1. Basic Operations and Concepts Student Performance Standards

Level of Proficiency

- | | |
|---|-----------|
| 1A: Use input devices (e.g., mouse, keyboard, digital camera, scanner) and output devices (e.g., monitor, printer) to successfully operate computers and other technologies. | Develop |
| 1B: Use developmentally appropriate multimedia resources to support learning. (e.g., interactive books, educational software (simulations, drill & practice), multimedia encyclopedias, Internet sources) | Introduce |
| 1C: Communicate about technology using developmentally appropriate and accurate terminology. | Develop |
| 1D: Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. | Develop |
| 1E: Use basic features (e.g., entering information/editing, calculating, manipulating information, saving/retrieving files, printing) of personal productivity software. (word processing, desktop publishing, spreadsheets, databases, etc.) | Develop |
| 1F: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. | Introduce |
| 1G: Independently use online resources efficiently and effectively to access remote information and investigate personal and academic interest areas. | Introduce |

Woodstock Technology Competency Standards for Students Grade Three

2. Social, Ethical and Human Issues Student Performance Standards

Level of Proficiency

2A: Exhibit responsible, legal and ethical behaviors when using information and technology (software, hardware, networks), and discuss consequences of inappropriate use.

Develop

2B: Evaluate the accuracy, relevance, appropriateness, and bias of Internet resources.

Introduce

2C: Work cooperatively and collaboratively with others when using technology.

Develop

2D: Apply established citation standards for information used from electronic resources to demonstrate respect for intellectual property.

Introduce

3. Technology Productivity Tools Student Performance Standards

3A: Use productivity tools, software, and peripherals {e.g., multimedia authoring, scanner, digital camera, logical puzzles, thinking programs, drawing tools, environmental probes, graphing calculator, web tools (e.g., virtual tours and emovies)} to support personal productivity, remediate skill deficits, and facilitate learning and research.

Introduce

3B: Use appropriate software (e.g., spreadsheet, database, hypermedia) to construct, organize, calculate, analyze and interpret ideas and data, and to present conclusions.

Develop

3C: Use personal productivity software to create products (e.g., creative writing, newsletters, budgets, brochures, imported graphics, multimedia, web pages, etc.) in a wide range of formats.

Develop

Woodstock Technology Competency Standards for Students Grade Three

4. Technology Communications Tools Student Performance Standards

Level of Proficiency

- | | |
|--|-----------|
| 4A: Use technology tools (e.g., multimedia authoring, web tools, digital cameras, scanners) to collaborate, publish, and present to audiences. | Introduce |
| 4B: Participate in collaborative information gathering and problem-solving activities to develop solutions or products for an audience. | Introduce |
| 4C: Gather information and collaborate with peers, experts, and others using telecommunications tools to investigate curriculum-related problems and information, and to develop solutions or products for audiences. | Introduce |

5. Technology Research Tools Student Performance Standards

- | | |
|---|-----------|
| 5A: Use technology resources (e.g., Internet searches, calculators, data collection probes, videos, educational software, databases, CD-ROMS) for problem-solving, self-directed learning and extended learning activities. | Develop |
| 5B: Demonstrate the ability to navigate through a variety of software menus to access information (CD-ROMS, Internet). | Develop |
| 5C: Demonstrate the ability to use a variety of features to locate information using an Internet search engine or directory. | Introduce |
| 5D: Use a variety of technology tools to organize and manipulate data (e.g., charts, graphs, tables, spreadsheets, databases) to solve problems. | Introduce |

Woodstock Technology Competency Standards for Students Grade Three

6. Technology Problem-Solving and Decision-Making Tools Student Performance Standards

**Level of
Proficiency**

6A: Use technology resources for problem-solving, self-directed learning and extended learning activities.

Develop

6B: Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems

Introduce

6D: Develop skills to assess, synthesize, and evaluate information gathered from technology resources in order to make informed decisions and resolve complex problems.

Introduce

Woodstock Technology Competency Standards for Students Grade Four

1. Basic Operations and Concepts Student Performance Standards

Level of Proficiency

- | | |
|---|---------|
| 1A: Use input devices (e.g., mouse, keyboard, digital camera, scanner) and output devices (e.g., monitor, printer) to successfully operate computers and other technologies. | Develop |
| 1B: Use developmentally appropriate multimedia resources to support learning. (e.g., interactive books, educational software (simulations, drill & practice), multimedia encyclopedias, Internet sources) | Develop |
| 1C: Communicate about technology using developmentally appropriate and accurate terminology. | Develop |
| 1D: Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. | Develop |
| 1E: Use basic features (e.g., entering information/editing, calculating, manipulating information, saving/retrieving files, printing) of personal productivity software. (word processing, desktop publishing, spreadsheets, databases, etc.) | Develop |
| 1F: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. | Develop |
| 1G: Independently use online resources efficiently and effectively to access remote information and investigate personal and academic interest areas. | Develop |

Woodstock Technology Competency Standards for Students Grade Four

2. Social, Ethical and Human Issues Student Performance Standards

Level of
Proficiency

2A: Exhibit responsible, legal and ethical behaviors when using information and technology (software, hardware, networks), **and discuss consequences of inappropriate use.**

Develop

2B: Evaluate the accuracy, relevance, appropriateness, and bias of Internet resources.

Introduce

2C: Work cooperatively and collaboratively with others when using technology.

Develop

2D: Apply established citation standards for information used from electronic resources to demonstrate respect for intellectual property.

Introduce

3. Technology Productivity Tools Student Performance Standards

Level of
Proficiency

3A: Use productivity tools, software, and peripherals {e.g., multimedia authoring, scanner, digital camera, logical puzzles, thinking programs, drawing tools, environmental probes, graphing calculator, web tools (e.g., virtual tours and emovies)} **to support personal productivity, remediate skill deficits, and facilitate learning and research.**

Develop

3B: Use appropriate software (e.g., spreadsheet, database, hypermedia) **to construct, organize, calculate, analyze and interpret ideas and data, and to present conclusions.**

Develop

3C: Use personal productivity software to create products (e.g., creative writing, newsletters, budgets, brochures, imported graphics, multimedia, web pages, etc.) **in a wide range of formats.**

Develop

Woodstock Technology Competency Standards for Students Grade Four

4. Technology Communications Tools Student Performance Standards

Level of Proficiency

- 4A: Use technology tools** (e.g., multimedia authoring, web tools, digital cameras, scanners) **to collaborate, publish, and present to audiences.**
- 4B: Participate in collaborative information gathering and problem-solving activities to develop solutions or products for an audience.**
- 4C: Gather information and collaborate with peers, experts, and others using telecommunications tools to investigate curriculum-related problems and information, and to develop solutions or products for audiences.**

Develop

Develop

Develop

5. Technology Research Tools Student Performance Standards

Level of Proficiency

- 5A: Use technology resources** (e.g., Internet searches, calculators, data collection probes, videos, educational software, databases, CD-ROMS) **for problem-solving, self-directed learning and extended learning activities.**
- 5B: Demonstrate the ability to navigate through a variety of software menus to access information** (CD-ROMS, Internet).
- 5C: Demonstrate the ability to use a variety of features to locate information using an Internet search engine or directory.**
- 5D: Use a variety of technology tools to organize and manipulate data** (e.g., charts, graphs, tables, spreadsheets, databases) **to solve problems.**

Develop

Develop

Develop

Develop

Woodstock Technology Competency Standards for Students Grade Four

6. Technology Problem-Solving and Decision-Making Tools Student Performance Standards

**Level of
Proficiency**

6A: Use technology resources for problem-solving, self-directed learning and extended learning activities.

Develop

6B: Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems

Introduce

6D: Develop skills to assess, synthesize, and evaluate information gathered from technology resources in order to make informed decisions and resolve complex problems.

Introduce

Woodstock Technology Competency Standards for Students Grade Five

1. Basic Operations and Concepts Student Performance Standards

Level of Proficiency

- | | |
|--|---------|
| 1A: Use input devices (e.g. mouse, keyboard, digital camera, scanner) and output devices (e.g. monitor, printer) to successfully operate computers and other technologies. | Develop |
| 1B: Use developmentally appropriate multimedia resources to support learning. (e. g. interactive books, educational software (simulations, drill & practice), multimedia encyclopedias, Internet sources) | Develop |
| 1C: Communicate about technology using developmentally appropriate and accurate terminology. | Develop |
| 1D: Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. | Develop |
| 1E: Use basic features (e.g. entering information/editing, calculating, manipulating information, saving/retrieving files, printing) of personal productivity software. (word processing, desktop publishing, spreadsheets, databases, etc.) | Develop |
| 1F: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. | Develop |
| 1G: Independently use online resources efficiently and effectively to access remote information and investigate personal and academic interest areas. | Develop |

Woodstock Technology Competency Standards for Students Grade Five

2. Social, Ethical and Human Issues Student Performance Standards

Level of Proficiency

2A: Exhibit responsible, legal and ethical behaviors when using information and technology (software, hardware, networks), **and discuss consequences of inappropriate use.**

Develop

2B: Evaluate the accuracy, relevance, appropriateness, and bias of Internet resources.

Develop

2C: Work cooperatively and collaboratively with others when using technology.

Proficient

2D: Apply established citation standards for information used from electronic resources to demonstrate respect for intellectual property.

Develop

3. Technology Productivity Tools Student Performance Standards

3A: Use productivity tools, software, and peripherals {e.g. multimedia authoring, scanner, digital camera, logical puzzles, thinking programs, drawing tools, environmental probes, graphing calculator, web tools (e.g. virtual tours and emovies)} **to support personal productivity, remediate skill deficits, and facilitate learning and research.**

Develop

3B: Use appropriate software (e.g. spreadsheet, database, hypermedia) **to construct, organize, calculate, analyze and interpret ideas and data, and to present conclusions.**

Develop

3C: Use personal productivity software to create products (e.g. creative writing, newsletters, budgets, brochures, imported graphics, multimedia, web pages, etc.) **in a wide range of formats.**

Develop

Woodstock Technology Competency Standards for Students Grade Five

4. Technology Communications Tools Student Performance Standards

Level of Proficiency

- | | |
|--|---------|
| 4A: Use technology tools (e.g., multimedia authoring, web tools, digital cameras, scanners) to collaborate, publish, and present to audiences. | Develop |
| 4B: Participate in collaborative information gathering and problem-solving activities to develop solutions or products for an audience. | Develop |
| 4C: Gather information and collaborate with peers, experts, and others using telecommunications tools to investigate curriculum-related problems and information, and to develop solutions or products for audiences. | Develop |

5. Technology Research Tools Student Performance Standards

- | | |
|---|---------|
| 5A: Use technology resources (e.g. Internet searches, calculators, data collection probes, videos, educational software, databases, CD-ROMS) for problem-solving, self-directed learning and extended learning activities. | Develop |
| 5B: Demonstrate the ability to navigate through a variety of software menus to access information (CD-ROMS, Internet). | Develop |
| 5C: Demonstrate the ability to use a variety of features to locate information using an Internet search engine or directory. | Develop |
| 5D: Use a variety of technology tools to organize and manipulate data (e.g. charts, graphs, tables, spreadsheets, databases) to solve problems. | Develop |

Woodstock Technology Competency Standards for Students Grade Five

6. Technology Problem-Solving and Decision-Making Tools Student Performance Standards

**Level of
Proficiency**

6A: Use technology resources for problem-solving, self-directed learning and extended learning activities.

Develop

6B: Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems

Develop

6D: Develop skills to assess, synthesize, and evaluate information gathered from technology resources in order to make informed decisions and resolve complex problems.

Develop

Woodstock Technology Competency Standards for Students Grade Six

1. Basic Operations and Concepts Student Performance Standards

Level of Proficiency

- | | |
|---|---------|
| 1A: Use input devices (e.g., mouse, keyboard, digital camera, scanner) and output devices (e.g., monitor, printer) to successfully operate computers and other technologies. | Develop |
| 1B: Use developmentally appropriate multimedia resources to support learning. (e.g., interactive books, educational software (simulations, drill & practice), multimedia encyclopedias, Internet sources) | Develop |
| 1C: Communicate about technology using developmentally appropriate and accurate terminology. | Develop |
| 1D: Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. | Develop |
| 1E: Use basic features (e.g., entering information/editing, calculating, manipulating information, saving/retrieving files, printing) of personal productivity software. (word processing, desktop publishing, spreadsheets, databases, etc.) | Develop |
| 1F: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. | Develop |
| 1G: Independently use online resources efficiently and effectively to access remote information and investigate personal and academic interest areas. | Develop |

Woodstock Technology Competency Standards for Students Grade Six

2. Social, Ethical and Human Issues Student Performance Standards

Level of Proficiency

2A: Exhibit responsible, legal and ethical behaviors when using information and technology (software, hardware, networks), and discuss consequences of inappropriate use.

Develop

2B: Evaluate the accuracy, relevance, appropriateness, and bias of Internet resources.

Develop

2C: Work cooperatively and collaboratively with others when using technology.

Proficient

2D: Apply established citation standards for information used from electronic resources to demonstrate respect for intellectual property.

Develop

3. Technology Productivity Tools Student Performance Standards

3A: Use productivity tools, software, and peripherals {e.g., multimedia authoring, scanner, digital camera, logical puzzles, thinking programs, drawing tools, environmental probes, graphing calculator, web tools (e.g., virtual tours and emovies)} to support personal productivity, remediate skill deficits, and facilitate learning and research.

Develop

3B: Use appropriate software (e.g., spreadsheet, database, hypermedia) to construct, organize, calculate, analyze and interpret ideas and data, and to present conclusions.

Develop

3C: Use personal productivity software to create products (e.g., creative writing, newsletters, budgets, brochures, imported graphics, multimedia, web pages, etc.) in a wide range of formats.

Develop

Woodstock Technology Competency Standards for Students Grade Six

4. Technology Communications Tools Student Performance Standards

Level of Proficiency

- | | |
|--|---------|
| 4A: Use technology tools (e.g., multimedia authoring, web tools, digital cameras, scanners) to collaborate, publish, and present to audiences. | Develop |
| 4B: Participate in collaborative information gathering and problem-solving activities to develop solutions or products for an audience. | Develop |
| 4C: Gather information and collaborate with peers, experts, and others using telecommunications tools to investigate curriculum-related problems and information, and to develop solutions or products for audiences. | Develop |

5. Technology Research Tools Student Performance Standards

- | | |
|--|---------|
| 5A: Use technology resources (e.g., Internet searches, calculators, data collection probes, videos, educational software, databases, CD-ROMS) for problem-solving, self-directed learning and extended learning activities. | Develop |
| 5B: Demonstrate the ability to navigate through a variety of software menus to access information (CD-ROMS, Internet). | Develop |
| 5C: Demonstrate the ability to use a variety of features to locate information using an Internet search engine or directory. | Develop |
| 5D: Use a variety of technology tools to organize and manipulate data (e.g., charts, graphs, tables, spreadsheets, databases) to solve problems. | Develop |

Woodstock Technology Competency Standards for Students Grade Six

6. Technology Problem-Solving and Decision-Making Tools Student Performance Standards

Level of
Proficiency

6A: Use technology resources for problem-solving, self-directed learning and extended learning activities.

Proficient

6B: Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems

Develop

6C: Use software and online resources to assist in guiding personal, career and school choices.

Introduce

6D: Develop skills to assess, synthesize, and evaluate information gathered from technology resources in order to make informed decisions and resolve complex problems.

Develop

Woodstock Technology Competency Standards for Students Grade Seven

1. Basic Operations and Concepts Student Performance Standards

Level of Proficiency

- | | |
|---|------------|
| 1A: Use input devices (e.g., mouse, keyboard, digital camera, scanner) and output devices (e.g., monitor, printer) to successfully operate computers and other technologies. | Proficient |
| 1B: Use developmentally appropriate multimedia resources to support learning. (e.g., interactive books, educational software (simulations, drill & practice), multimedia encyclopedias, Internet sources) | Proficient |
| 1C: Communicate about technology using developmentally appropriate and accurate terminology. | Proficient |
| 1D: Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. | Develop |
| 1E: Use basic features (e.g., entering information/editing, calculating, manipulating information, saving/retrieving files, printing) of personal productivity software. (word processing, desktop publishing, spreadsheets, databases, etc.) | Proficient |
| 1F: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. | Develop |
| 1G: Independently use online resources efficiently and effectively to access remote information and investigate personal and academic interest areas. | Proficient |

Woodstock Technology Competency Standards for Students Grade Seven

2. Social, Ethical and Human Issues Student Performance Standards

Level of Proficiency

- | | |
|--|------------|
| 2A: Exhibit responsible, legal and ethical behaviors when using information and technology (software, hardware, networks), and discuss consequences of inappropriate use. | Develop |
| 2B: Evaluate the accuracy, relevance, appropriateness, and bias of Internet resources. | Develop |
| 2C: Work cooperatively and collaboratively with others when using technology. | Proficient |
| 2D: Apply established citation standards for information used from electronic resources to demonstrate respect for intellectual property. | Proficient |

3. Technology Productivity Tools Student Performance Standards

- | | |
|--|---------|
| 3A: Use productivity tools, software, and peripherals {e.g., multimedia authoring, scanner, digital camera, logical puzzles, thinking programs, drawing tools, environmental probes, graphing calculator, web tools (e.g., virtual tours and emovies) to support personal productivity, remediate skill deficits, and facilitate learning and research. | Develop |
| 3B: Use appropriate software (e.g., spreadsheet, database, hypermedia) to construct, organize, calculate, analyze and interpret ideas and data, and to present conclusions. | Develop |
| 3C: Use personal productivity software to create products (e.g., creative writing, newsletters, budgets, brochures, imported graphics, multimedia, web pages, etc.) in a wide range of formats. | Develop |

Woodstock Technology Competency Standards for Students Grade Seven

4. Technology Communications Tools Student Performance Standards

Level of
Proficiency

4A: Use technology tools (e.g., multimedia authoring, web tools, digital cameras, scanners) **to collaborate, publish, and present to audiences.**

Develop

4B: Participate in collaborative information gathering and problem-solving activities to develop solutions or products for an audience.

Develop

4C: Gather information and collaborate with peers, experts, and others using telecommunications tools to investigate curriculum-related problems and information, and to develop solutions or products for audiences.

Proficient

5. Technology Research Tools Student Performance Standards

5A: Use technology resources (e.g., Internet searches, calculators, data collection probes, videos, educational software, databases, CD-ROMS) **for problem-solving, self-directed learning and extended learning activities.**

Develop

5B: Demonstrate the ability to navigate through a variety of software menus to access information (CD-ROMS, Internet)

Proficient

5C: Demonstrate the ability to use a variety of features to locate information using an Internet search engine or directory.

Proficient

5D: Use a variety of technology tools to organize and manipulate data (e.g., charts, graphs, tables, spreadsheets, databases) **to solve problems.**

Develop

Woodstock Technology Competency Standards for Students Grade Seven

6. Technology Problem-Solving and Decision-Making Tools Student Performance Standards

Level of
Proficiency

6A: Use technology resources for problem-solving, self-directed learning and extended learning activities.

Proficient

6B: Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems

Proficient

6C: Use software and online resources to assist in guiding personal, career and school choices.

Develop

6D: Develop skills to assess, synthesize, and evaluate information gathered from technology resources in order to make informed decisions and resolve complex problems.

Develop

Woodstock Technology Competency Standards for Students Grade Eight

1. Basic Operations and Concepts Student Performance Standards

Level of Proficiency

- | | |
|---|------------|
| 1A: Use input devices (e.g., mouse, keyboard, digital camera, scanner) and output devices (e.g., monitor, printer) to successfully operate computers and other technologies. | Proficient |
| 1B: Use developmentally appropriate multimedia resources to support learning. (e.g., interactive books, educational software simulations, drill & practice), multimedia encyclopedias, Internet sources) | Proficient |
| 1C: Communicate about technology using developmentally appropriate and accurate terminology. | Proficient |
| 1D: Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. | Proficient |
| 1E: Use basic features (e.g., entering information/editing, calculating, manipulating information, saving/retrieving files, printing) of personal productivity software. (word processing, desktop publishing, spreadsheets, databases, etc.) | Proficient |
| 1F: Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. | Proficient |
| 1G: Independently use online resources efficiently and effectively to access remote information and investigate personal and academic interest areas. | Proficient |

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2. Social, Ethical and Human Issues Student Performance Standards	Level of Proficiency
2A: Exhibit responsible, legal and ethical behaviors when using information and technology (software, hardware, networks), and discuss consequences of inappropriate use.	Proficient
2B: Evaluate the accuracy, relevance, appropriateness, and bias of Internet resources.	Proficient
2C: Work cooperatively and collaboratively with others when using technology.	Proficient
2D: Apply established citation standards for information used from electronic resources to demonstrate respect for intellectual property.	Proficient
3. Technology Productivity Tools Student Performance Standards	
3A: Use productivity tools, software, and peripherals {e.g., multimedia authoring, scanner, digital camera, logical puzzles, thinking programs, drawing tools, environmental probes, graphing calculator, web tools (e.g., virtual tours and emovies)} to support personal productivity, remediate skill deficits, and facilitate learning and research.	Proficient
3B: Use appropriate software (e.g., spreadsheet, database, hypermedia) to construct, organize, calculate, analyze and interpret ideas and data, and to present conclusions.	Proficient
3C: Use personal productivity software to create products (e.g., creative writing, newsletters, budgets, brochures, imported graphics, multimedia, web pages, etc.) in a wide range of formats.	Proficient

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4. Technology Communications Tools Student Performance Standards

Level of
Proficiency

4A: Use technology tools (e.g., multimedia authoring, web tools, digital cameras, scanners) **to collaborate, publish, and present to audiences.**

Proficient

4B: Participate in collaborative information gathering and problem-solving activities to develop solutions or products for an audience.

Proficient

4C: Gather information and collaborate with peers, experts, and others using telecommunications tools to investigate curriculum-related problems and information, and to develop solutions or products for audiences.

Proficient

5. Technology Research Tools Student Performance Standards

5A: Use technology resources (e.g., Internet searches, calculators, data collection probes, videos, educational software, databases, CD-ROMS) **for problem-solving, self-directed learning and extended learning activities.**

Proficient

5B: Demonstrate the ability to navigate through a variety of software menus to access information (CD-ROMS, Internet).

Proficient

5C: Demonstrate the ability to use a variety of features to locate information using an Internet search engine or directory.

Proficient

5D: Use a variety of technology tools to organize and manipulate data (e.g., charts, graphs, tables, spreadsheets, databases) **to solve problems.**

Proficient

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6. Technology Problem-Solving and Decision-Making Tools Student Performance Standards

Level of
Proficiency

6A: Use technology resources for problem-solving, self-directed learning and extended learning activities.

Proficient

6B: Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems

Proficient

6C: Use software and online resources to assist in guiding personal, career and school choices.

Develop

6D: Develop skills to assess, synthesize, and evaluate information gathered from technology resources in order to make informed decisions and resolve complex problems.

Proficient