

# Grade 5 Technology Performance Indicators

Prior to completion of Grade 5, students will:

- **Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.**
  - *Basic Operations and Concepts*
    - Students will be able to connect the computer cables and network cables to insure proper computer operation. Students will understand file navigation and know how to back up information to alternate removable media.
    - Students will be able to resolve power issues, find files, and check the computer and printer cables.
    - Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively.
    - Students will continue to practice keyboard skills with Ultra Keys. Practice and tests will take place with hands and keyboards covered (an old dish towel is recommended).
    - Students will continue to practice using Ultra Keys paragraphs until they reach 20+ words per minute with 100% accuracy. Students will be introduced to combinations of keystrokes that produce special characters.
  
- **Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.**
  - *Basic Operations and Concepts*
    - Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.
    - Students will be able to read instructions and connect electronic devices to computers with minimal supervision.
    - Students will be able to correctly name all technology devices located in their school. With minimal assistance, they will use the correct terms for all computer operations that are grade level appropriate.
  - *Social, Ethical, and Human Issues*
  
- **Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use.**
  - *Social, Ethical, and Human Issues*
    - Students practice responsible use of technology. They have an understanding of the necessity of passwords and protecting personal data as well as others. The students understand the concept of plagiarism and know the fair use policy and how to properly site sources.
    - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, and personal interests.

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- **Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.**
  - ***Technology Productivity Tools***
    - Word processing skills would be introduced. Alignment, line spacing, sizing, fonts, and formatting would be introduced. Additional skills and training would be provided for advanced students.
    - Students would be introduced to multi column layout. In addition, adding graphs, graphics, and multimedia objects would be taught where appropriate.
    - Use technology tools (e.g., multimedia authoring, presentation, Web tools and digital cameras) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.
    - Students begin to use the computer to collect information. Students enter data into a pre-made database template, and then sort the data in various ways.
    - Using spreadsheet software, students incorporate graphs into their written reports.
  
- **Use technology tools (e.g., multimedia authoring, presentation, Web tools, and digital cameras) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom.**
  - ***Technology Productivity Tools***
    - Technology will play a large role in the knowledge and construction of student work. Students will use scanners, digital cameras, and video cameras to collaborate and produce creative work.
    - The students will have an understanding of drawing, painting, word processing, photo editing, publishing, and presentation software. They will be able to choose or combine software titles to produce a product.
    - Students will revise and edit, peer edit, using technology tools such as spell check and grammar check. They will practice using the thesaurus. Students will use formatting techniques in producing a final product.
    - Students will choose between district software and / or online resources to complete grade level assignments.
    - The student will use Keynote, iPhoto and iTunes to create a personal documentary.
    - Students are able to store pictures in iPhoto. Students will also be able to insert graphics and sound into any application software.
    - Students will set up a computer, speakers and arrange location to accommodate under-classmates, peers and adults.

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- *Technology Communications Tools*
  - Students will use Inspiration software to begin the writing process. The products from these programs will be exported into a word processing document. Students will produce multi paragraph documents to meet the requirements of the classroom curriculum. Adding visuals to a project will be introduced.
  - Students will be able to print a project with a centered title using correct spelling and grammar.
  - Students will copy information from the Internet and paste this information into a word processing program. They will decide what information to use and how to reword that information to give it their voice.
  - Students are introduced to PDF files, QuickTime movies to share their ideas and information to an audience.
  - The student will create documentary project in Keynote. The student will add a QuickTime movie created in iMovie or retrieved from the Internet. Final project will be edited using writing tools and critiqued by peers.
- **• Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.**
  - *Technology Communications Tools*
    - Students will use web tools, digital photography, video, and presentation tools as well as word processing to communicate information.
    - Students are introduced to the Internet, search engines, and interactive web sites as a communication device.
    - Students will select needed information from a given list of questions using an Internet PDF file or a Web site bookmark.
- **• Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for developing solutions or products for audiences inside and outside the classroom.**
  - *Technology Communications Tools*
  - *Technology Research Tools*
    - Students use search engines, web pages, hyperlinks to seek advice and information.

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- **Use technology resources (e.g., calculators, videos, educational software) for problem solving, self-directed learning, and extended learning activities.**
  - *Technology Research Tools*
    - Students begin to examine the best use of specific technology tools. Based on a grade level specific assignment students would pick a specific technology tool, complete the project, and justify their choice of software.
  - *Technology Problem-Solving and Decision-Making Tools*
  
- **Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.**
  - *Technology Research Tools*
    - Students will use file navigation and create folders to organize and store data.
  - *Technology Problem-Solving and Decision-Making Tools*
  
- **Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.**
  - *Technology Problem-Solving and Decision-Making Tools*
    - Students will locate information using an Internet search engine or bookmark. After locating information, students will evaluate data using a rubric. Data will be stored in an appropriate application album or folder.
    - Students will use a rubric to critique and select collected information.