

Strand	Competency Standard	CT Pre-K-4 Computer Technology Performance Standards For Students	Mansfield Technology Goals & Objectives Grades PreK-4
1	<p>Basic Operations and Concepts</p> <p>(End of Grade 2)</p>	<p>1.1A Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audio tapes, and other technologies.</p> <p>1.2A Use a variety of media and technology resources for directed and independent learning activities.</p> <p>1.3A Communicate about technology using developmentally appropriate and accurate terminology.</p> <p>1.4A Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning.</p> <p>1.5A Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.</p>	<p><i>By the end of Grade 2 a student will:</i></p> <p>Be able to identify the main parts of a computer system (monitor, keyboard, mouse, printer).</p> <p>Be able to start up and shut down a computer with teacher assistance.</p> <p>Be able to locate and use the important parts of a standard keyboard. (Enter/Return key, space bar, shift key, backspace key, delete key, arrow keys, number keys, letter keys)</p> <p>Use appropriate techniques for handling of computer parts and accessories to ensure correct functioning and to prolong the working life of media and equipment (insert floppy disks correctly, handle CD-ROM discs by edges, load and eject floppy disks and CD-ROM discs, return media to protective containers, retrieve paper from printers with care, insert and remove headphones, adjust appropriate volume and screen controls).</p> <p>Use the mouse to open, close, and navigate within an application (one click to select, double click to open, drag to highlight, drag and drop, drag to select an area, use left button / right button when appropriate).</p> <p>Use the electronic resources of the library media center to select and locate books in the school collection, with direct teacher support. <i>(Also aligns with Strands 4 & 6)</i></p>

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2	Social, Ethical and Human Issues	<p>2.1A Practice responsible use of technology systems and software.</p> <p>2.2A Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.</p> <p>2.3A Demonstrate positive social and ethical behaviors when using technology.</p> <p>2.4A Demonstrate an understanding of the appropriate and inappropriate use of technology.</p>	<p><i>By the end of Grade 2 a student will:</i></p> <p>Follow established school procedures for the operation of computers and associated peripheral devices (shut down when done, report nonfunctioning hardware and software to adults, use care in handling media, use Alphasmart keyboards as directed by the teacher).</p> <p>Work cooperatively and share materials when appropriate.</p> <p>Show respect for other members of the learning community by following established school procedures for working around computers (clean up area when done, put materials away, hang up headphones, log off computer).</p> <p>Follow established procedures for use of programs (print in color only when directed, print only the number of copies directed by the teacher, select and use the programs as directed, select and enter user names as directed).</p> <p>Recognize when school procedures about technology are not followed and report it to an adult.</p> <p><i>By the end of Grade 4 a student will:</i></p> <p>Follow established school procedures to keep passwords confidential.</p> <p>Describe the Internet as a worldwide network of computers that share information.</p> <p>Follow established school procedures to protect the work and files of others.</p> <p>Follow established school guidelines for safe use of the Internet (keep personal information safe, do not share personal information about others or yourself, no chatting or instant messaging, no downloading).</p> <p>Be able to describe precautions that should be followed when using the Internet at home (tell an adult if concerned, don't respond to strangers, avoid advertising enticements, follow home rules for use of computer).</p> <p>Be able to describe the dangers of computer viruses, the common ways that computers get infected and common procedures for avoiding computer viruses, with teacher prompting.</p> <p>Apply, with assistance, established age appropriate footnote and bibliographic standards for giving credit for information or ideas used.</p> <p>Be able to restate in age appropriate vocabulary the basic tenants of copyright, intellectual property laws and the concept of ownership of ideas and information, with minimal teacher prompting.</p> <p>Be able to state in age appropriate vocabulary the legal and ethical limitations of using and copying information in all media with teacher assistance.</p>

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3	Technology Productivity Tools	<p>3.1A Use a variety of media and technology resources for directed and independent learning activities</p> <p>3.2A Create developmentally appropriate multimedia products with support from teachers, family members, or student partners</p> <p>3.3A Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas, and stories</p> <p>3.4A Use appropriate software (writing tools, hypermedia, drawing tools, etc.) to organize and present ideas</p>	<p><i>By the end of Grade 2 a student will:</i></p> <p>Be able to word process a short piece of writing with teacher assistance. Be able to use a variety of drill and practice software to support basic skills acquisition. Be able to use a variety of software that supports content area curriculum.</p> <p><i>By the end of Grade 4 a student will:</i></p> <p>Be able to word process a piece of writing that incorporates common word processing techniques such as changes in font size, font style, spell checking, saving to disk, printing, including a graphic , centering, and justifying with teacher assistance. Be able to perform a simple concept search with an Internet search engine with teacher assistance. Strengthen and reinforce their knowledge and skills in content areas through the use of classroom lessons that integrate technology. Incorporate technology into a research project or unit investigation. Participate in learning activities that incorporate multimedia. Be able to use an Internet search engine to locate information. Use sage appropriate spreadsheet / graphing software to analyze and manipulate data with teacher assistance. Use technology as appropriate to support learning in Art. Music, and World Language.</p>

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4	Technology Communication Tools	<p>4.1A Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas and stories.</p> <p>4.2A Gather information and communicate with others using telecommunications, with support from teachers, family members or student partners.</p>	<p><i>By the end of Grade 2 a student will:</i> Use the electronic resources of the library media center to select and locate books in the school collection, with direct teacher support. <i>(Also aligns with Strands 1,5 & 6)</i></p> <p><i>By the end of Grade 4 a student will:</i> Participate in an activity that incorporates the use of email with direct teacher supervision. Be able to use telecommunications under direct teacher supervision to seek additional information when appropriate to an information task. Be able to operate the common features of an Internet browser (recognize the address bar, enter in an address, use the forward, back, stop, search, and favorite buttons, click on links inside the browser page). <i>(Also aligns with Strand 1)</i> Be able to use an Internet search engine to locate information. <i>(Also aligns with Strands 1,5 & 6)</i></p>

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5	Technology Research Tools	<p>5.1A Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas and stories.</p> <p>5.2A Use Internet resources and other electronic information resources with assistance.</p> <p>5.3A Describe ways technology can be used to organize and reorganize information.</p> <p>5.4A Perform simple key word searches.</p> <p>5.5A Use simple menus to locate information from electronic media.</p> <p>5.6A Select and use appropriate tools and technology resources, with assistance, to accomplish a variety of tasks and solve problems.</p>	<p><i>By the end of Grade 2 a student will:</i></p> <p>Be able to formulate and restate (with age appropriate concepts and vocabulary), an information question related to a topic of interest or assignment, with teacher assistance.</p> <p>When encountering an information task, be able to identify existing knowledge, and areas where more information is needed.</p> <p>Be able to use alphabetizing skills to locate information with teacher assistance.</p> <p>Within electronic media (such as a reference CD-ROM, or on-line database) be able to use simple menus to locate information, with teacher assistance.</p> <p>Be able to identify the kinds and location of information sources (books, reference works, video and audio media, periodicals, on-line data bases, on-line periodicals) available in the school library with teacher assistance.</p> <p>Distinguish, with assistance, between fiction and nonfiction.</p> <p>Use age-appropriate library / information vocabulary with minimum teacher prompting.</p> <p>Be able to perform simple information searches (single concept topics, major keywords,) with teacher assistance.</p> <p><i>By the end of Grade 4 a student will:</i></p> <p>Be able to restate the scope of an assigned information task (the timeline, the audience, and the type of presentation) with minimum prompting.</p> <p>Be able to formulate, with teacher direction, a plan for identifying possible information sources and criteria for selecting the most appropriate sources for completing an information task.</p> <p>Be able to locate and select, with teacher assistance, appropriate information resources to complete an information task. <i>(Also aligns with Strand 6)</i></p> <p>Be able to extract information from multiple information sources to complete an age appropriate information task. <i>(Also aligns with Strand 6)</i></p> <p>Be able to identify a variety of information media formats. <i>(Also aligns with Strand 6)</i></p> <p>Be able to use telecommunications under direct teacher supervision to seek additional information when appropriate to the information task.</p> <p>Be able to use a teacher created rubric or similar device to judge the completeness and relevance of information gathered to complete an information task.</p> <p>Be able to organize ideas and conclusions using (software when appropriate) with teacher assistance.</p> <p>Be able to create clear and meaningful age appropriate presentations of ideas in print (and other media and multimedia as appropriate) with teacher assistance.</p>

Strand	Competency Standard	CT Pre-K-8 Computer Technology Performance Standards For Students	Mansfield Technology Goals & Objectives Grades 5-8
6	Technology Problem-Solving and Decision-Making Tools	<p>6.1A Use technology resources (e.g., puzzles, logical thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication, and illustration of thoughts, ideas and stories.</p> <p>6.2A Select appropriate resources from a variety of media formats, understanding that information is stored and accessed in different ways.</p>	<p><i>By the end of Grade 4 a student will:</i> Strengthen and reinforce problem solving and thinking skills through classroom and Enrichment program activities that feature the use of software and peripherals that feature logical thinking and problem solving.</p> <p><i>The following objectives appear under other Strands but are repeated here for clarity:</i></p> <ul style="list-style-type: none"> Be able to locate and select, with teacher assistance, appropriate information resources to complete an information task. <i>(Also aligns with Strand 4)</i> Be able to extract information from multiple information sources to complete an age appropriate information task. <i>(Also aligns with Strand 4)</i> Be able to Identify a variety of information media formats. <i>(Also aligns with Strand 4)</i>