

Appendix II. Technology Scope and Sequence Performance Indicators

Standards	Grades K-2 Prior to completion of Grade 2, students will:	Grades 3-5 Prior to completion of Grade 5, students will:	Grades 6-8 Prior to completion of Grade 8, students will:	Possible Software and Projects to Meet Goals
Basic operations and concepts	<ul style="list-style-type: none"> Use input devices (e.g., mouse, keyboard, remote control) and output devices (e.g., monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. Use a variety of media and technology resources for directed and independent learning activities. Communicate about technology using developmentally appropriate and accurate terminology Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. 	<ul style="list-style-type: none"> Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide 	<ul style="list-style-type: none"> Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. 	<ul style="list-style-type: none"> *Kid Pix *Accelerated Reader *Weather *Letterbugs Get Ready to Read *Cosmic Reading Journey *Tricky Tiles *Mighty Math *Baily's Book House *Millie's Math House
Social, ethical, and human issues	<ul style="list-style-type: none"> Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom Demonstrate positive social and ethical behaviors when using technology Practice responsible use of technology systems and software 	<ul style="list-style-type: none"> Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use 	<ul style="list-style-type: none"> Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. 	<ul style="list-style-type: none"> *Review AUP with all (K-5) students *CAP Program (6-8)

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<p>Technology productivity tools</p>	<ul style="list-style-type: none"> • Use a variety of media and technology resources for directed and independent learning activities. • Create developmentally appropriate multimedia products with support from teachers, family members, or student partners • 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. 	<ul style="list-style-type: none"> • Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum • Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. 	<ul style="list-style-type: none"> • Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. • Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum 	<ul style="list-style-type: none"> *Enchanted Learning.com (K-5) *Math Arena (3-5) *Funbrain.com (3-5) *Kid Pix (K-5) *Inspiration (3-5) *Office Suite (K-8) *Press Writer (3-5) *Adobe Photoshop (6-8) *Ulead Video Studio *Adobe Premiere *Macromedia Dreamweaver *Netscape Composer
<p>Technology communications tools</p>	<ul style="list-style-type: none"> • 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 • Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners 	<ul style="list-style-type: none"> • Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. • Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests • Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom 	<ul style="list-style-type: none"> • Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. • 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. 	

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<p>Technology research tools</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use telecommunications and online resources (e.g., e-mail, online discussions, Web environments) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom • Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. • Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. 	<ul style="list-style-type: none"> • Use content-specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. • Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. • 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. • Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems • Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. 	
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<p>Technology problem-solving and decision-making tools</p>	<ul style="list-style-type: none"> • 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 	<ul style="list-style-type: none"> • Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. • Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. • Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. 	<ul style="list-style-type: none"> • Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum • Design, develop, publish, and present products (e.g., Web pages, videotapes) using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom. • Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems • Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. • Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems. 	
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