

**Technology Competencies**  
**February 2002**  
**Mercer Island School District**

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This profile for Technology Literate Students provides performance indicators describing the technology competence students should exhibit upon completion of the K-2 Grade range. This profile is an indicator of achievement at second grade. It assumes that technology skills are developed by coordinated activities that support learning through out the student's education. Several skills can be demonstrated in a single activity or project. These skills are to be introduced, reinforced, and finally mastered, and thus integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and productive citizenry.

### **K-2 Profile**

Prior to the completion of Grade 2 students will (numbers in parentheses relate to the Competency number in the following document):

1. 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. (1)
2. Use a variety of media and technology resources for directed and independent learning activities. (1, 3)
3. Communicate about technology using developmentally appropriate and accurate terminology. (1)
4. Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias) to support learning. (1)
5. Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2)
6. Demonstrate positive social and ethical behaviors when using technology. (2)
7. Practice responsible use of technology systems and software. (2)
8. Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3)
9. Use technology resources (e.g., puzzles, logically thinking programs, writing tools, digital cameras, drawing tools) for problem solving, communication and illustration of thoughts, ideas, and stories. (3, 4, 5, 6)
10. Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4)

**The Technology Competencies that follow delineate the skills and attitudes developed at each grade level.**

Technology Standards for Students	Kindergarten	First Grade	Second Grade
<b>1. Basic operations and concepts</b> – students demonstrate a sound understanding of the nature and operation of technology systems and are proficient in the use of technology.			
A. Use a variety of input and output devices such as keyboards, scanners, cameras, microphones, printers, projectors, and CD-ROMs.	Students will be able to turn on the computer Students will be able to use the mouse Students will be able to shut down the computer Students will understand basic use of the keyboard Students will be able to print Students will be able to use a previously set up CD-ROM		
B. Uses a variety of technology resources and applications.	Students will be introduced to basic print, text, and graphic tools. Students will use electronic resources such as CD-ROM's and/or computer software to practice skills and remediate deficits.	Students will insert information into a template. Student will type text into a word processing document.	Students will be able to use a CD-ROM. Students will format text styles, colors, fonts, and size. Students will spell check a document
C. Demonstrates an understanding of terminology related to technology.	Students will know the basic parts of the computer by name. Students will recognize the computer interface (desktop icons, etc.)		
D. Access, print, save, and retrieve resources using the network.		Students will be introduced to file and folder organization on the server and will practice (with assistance) opening and saving files and applications to and from the server.	
E. Use basic operating system features, for example, using help menus and control panels.			
F. Employ basic technology troubleshooting and maintenance techniques.			

<b>Technology Standards for Students</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>2. Social, ethical, and human issues</b> – students understand the ethical, cultural, and societal issues related to technology, practice responsible use of technology systems, information and software, and develop positive attitudes towards technology use.			
A. Understand and apply the basic workings of the copyright law and appropriate usage of materials, including citing resources.			
B. Demonstrate appropriate behavior for technology use and show respect for technology equipment.	Students will demonstrate appropriate behavior for technology use. Students will show respect when using all technology equipment. Students will understand consequences for misuse of technology.	Students will demonstrate appropriate behavior for technology use. Students will show respect when using all technology equipment. Students will understand consequences for misuse of technology.	Students will demonstrate appropriate behavior for technology use. Students will show respect when using all technology equipment. Students will understand consequences for misuse of technology.
C. Apply and advocate for the Mercer Island School District Acceptable Use Policy.	Students will discuss guidelines for using computers in the Mercer Island School District.	Students will discuss guidelines for using computers in the Mercer Island School District.	Students will discuss guidelines for using computers in the Mercer Island School District.
<b>3. Technology productivity tools</b> – Students use technology tools to enhance learning, increase productivity, promote creativity, collaborate in constructing technology –enhanced models, prepare publications, and produce other creative works.			
A. Make appropriate technology resource choices according to learning purposes and outcomes.			

<b>Technology Standards for Students</b>	<b>Kindergarten</b>	<b>First Grade</b>	<b>Second Grade</b>
<b>4. Technology communication tools.</b> – Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audience. Additionally, students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.			
A. Create multimedia and/or online projects.			
B. Present multimedia and/or online projects to audiences inside and outside the classroom.			
C. Print, post, publish and/or distribute technology products.		Students will show or explain completed work (with assistance). Examples of a published piece might be a printed document/drawing for a class book or bulletin board, and/or posted work on a classroom web page.	Students will show or explain completed work (with assistance). Examples of a published piece might be a printed document/drawing for a class book or bulletin board, and/or posted work on a classroom web page.
D. Use electronics to communicate and collaborate with others. For example, communicate with outside groups, classes, and experts via e-mail, the Internet and/or video conferencing.			
<b>5. Technology research tools</b> – Students use technology to locate, evaluate, and collect information from a variety of sources, and use technology tools to process data and report results.			
A. Use the Internet and other electronic resources for research and digital media retrieval.			
B. Evaluate and critique the quality and credibility of electronic information.			
<b>6. Technology problem-solving and decision making tools</b> – Students use technology resources for solving problems and making informed decisions, including employing technology in the development of strategies for solving problems in the real world.			
A. Use technology resources for problem solving, self-directed learning, and extended learning activities.			

This profile for Technology Literate Students provides performance indicators describing the technology competence students should exhibit upon completion of the 3-5 Grade range. This profile is an indicator of achievement at fifth grade. It assumes that technology skills are developed by coordinated activities that support learning through out the student's education. Several skills can be demonstrated in a single activity or project. These skills are to be introduced, reinforced, and finally mastered, and thus integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and productive citizenry.

### **3-5 Profile**

Prior to the completion of Grade 5 students will:

1. Use keyboards and other common input and output devices (including adaptive devices when necessary) efficiently and effectively. (1)
2. Discuss common used of technology in daily life and the advantages and disadvantages those uses provide. (1, 2)
3. Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (2)
4. Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum. (3)
5. Use technology tools (e.g., multimedia authoring, presentation, Web tools, digital cameras, scanners) for individual and collaborate writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (3, 4)
6. Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (4)
7. 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. (4, 5)
8. Use technology resources (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (5, 6)
9. Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems. (5, 6)
10. Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (6)

**The Technology Competencies that follow delineate the skills and attitudes developed at each grade level.**

Technology Standards for Students	Third Grade	Fourth Grade	Fifth Grade
<b>1. Basic operations and concepts</b> – students demonstrate a sound understanding of the nature and operation of technology systems and are proficient in the use of technology.			
A. Use a variety of input and output devices such as keyboards, scanners, cameras, microphones, printers, projectors, and CD-ROMs.	Students will begin formal keyboard training.	Students will continue to develop formal keyboarding skills.	Students will continue to develop formal keyboarding skills. Students will use peripheral devices such as digital cameras and scanners.
B. Uses a variety of technology resources and applications.	Students will use left, center, and right justification modes. Students will insert graphics into a word processing document. Students will copy, cut and paste text and graphics.	Students will enter and manipulate data in spreadsheets. Students will produce graphs based on spreadsheet data. Students will select, crop, move and resize images. Students will copy and past text, graphics, and/or other media resources from one application to another.	Students will use tabs and bullets.
C. Demonstrates an understanding of terminology related to technology.		Students will understand editing and word processing terminology (cut, copy, paste, tab, graphic, etc.)	Students will recognize basic file types
D. Access, print, save, and retrieve resources using the network.	Students will login to a networked server.	Students will open and save files and applications to and from the server. Students will create folders for saving and organizing work in their user/home folder.	Student will recognize different print locations.
E. Use basic operating system features, for example, using help menus and control panels.	Students will use “find file” feature. Students will use help menus. Students will hide and show help “balloons” and/or assistants.		
F. Employ basic technology troubleshooting and maintenance techniques.	Students will know how to check cable and power connections.		

<b>Technology Standards for Students</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<b>2. Social, ethical, and human issues</b> – students understand the ethical, cultural, and societal issues related to technology, practice responsible use of technology systems, information and software, and develop positive attitudes towards technology use.			
A. Understand and apply the basic workings of the copyright law and appropriate usage of materials, including citing resources.	Students will discuss copyright issues of electronic media.	Students will apply the concept, and understand the consequences of, plagiarism and copyright infringement. Students will identify and cite Internet and electronic references in a bibliography.	Students will apply the concept, and understand the consequences of, plagiarism and copyright infringement. Students will identify and cite Internet and electronic references in a bibliography.
B. Demonstrate appropriate behavior for technology use and show respect for technology equipment.	Students will demonstrate appropriate behavior for technology use. Students will show respect when using all technology equipment. Students will understand consequences for misuse of technology.	Students will demonstrate appropriate behavior for technology use. Students will show respect when using all technology equipment. Students will understand consequences for misuse of technology.	Students will demonstrate appropriate behavior for technology use. Students will show respect when using all technology equipment. Students will understand consequences for misuse of technology.
C. Apply and advocate for the Mercer Island School District Acceptable Use Policy.	Students will discuss and abide by guidelines for using computers in the Mercer Island School District.	Students will discuss and abide by guidelines for using computers in the Mercer Island School District.	Students will discuss and abide by guidelines for using computers in the Mercer Island School District.
<b>3. Technology productivity tools</b> – Students use technology tools to enhance learning, increase productivity, promote creativity, collaborate in constructing technology –enhanced models, prepare publications, and produce other creative works.			
A. Make appropriate technology resource choices according to learning purposes and outcomes.		Students will discuss class assignments and appropriate software choices based on learning outcomes.	Students will discuss class assignments and appropriate software choices based on learning outcomes.

<b>Technology Standards for Students</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<b>4. Technology communication tools.</b> – Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audience. Additionally, students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.			
A. Create multimedia and/or online projects.	Students will create one or more curriculum-related multimedia projects.	Students will create one or more curriculum-related multimedia projects.	Students will create one or more curriculum-related multimedia projects. Projects should include animation, sound, text and graphics.
B. Present multimedia and/or online projects to audiences inside and outside the classroom.	Students will present one or more curriculum-related multimedia projects to an audience (with assistance).	Students will present one or more curriculum-related multimedia projects to an audience.	Students will present one or more curriculum-related multimedia projects to an audience.
C. Print, post, publish and/or distribute technology products.			
D. Use electronics to communicate and collaborate with others. For example, communicate with outside groups, classes, and experts via e-mail, the Internet and/or video conferencing.	Students will use telecommunications to work with other individuals to complete a task (with assistance). Consistent with the MISD Acceptable Use Policy, students will use appropriate language and behavior when communicating with others.	Students will use telecommunications to work with other individuals to complete a task (with assistance). Consistent with the MISD Acceptable Use Policy, students will use appropriate language and behavior when communicating with others.	Students will use telecommunications to work with other individuals to complete a task. Consistent with the MISD Acceptable Use Policy, students will use appropriate language and behavior when communicating with others.
<b>5. Technology research tools</b> – Students use technology to locate, evaluate, and collect information from a variety of sources, and use technology tools to process data and report results.			
A. Use the Internet and other electronic resources for research and digital media retrieval.	Students will access the Internet and use teacher-reviewed bookmarks and/or links.	Students will use CD-ROMs to access information. Students will copy and/or print digital media (graphics, text, movies, sounds, etc.) from electronic and/or online sources.	Students will use search directories to locate information on the World Wide Web.
B. Evaluate and critique the quality and credibility of electronic information.		Students will recognize and distinguish between education, business and personal Web address endings (edu, org, com, gov, etc.). Students will discuss origins, authors and purposes of Web sites.	Students will discuss origins, authors and purposes of Web sites. Students will evaluate Web sites for validity and quality of content.

<b>Technology Standards for Students</b>	<b>Third Grade</b>	<b>Fourth Grade</b>	<b>Fifth Grade</b>
<b>6. Technology problem-solving and decision making tools</b> – Students use technology resources for solving problems and making informed decisions, including employing technology in the development of strategies for solving problems in the real world.			
A. Use technology resources for problem solving, self-directed learning, and extended learning activities.			

This profile for Technology Literate Students provides performance indicators describing the technology competence students should exhibit upon completion of the 6-8 Grade range. This profile is an indicator of achievement at eighth grade. It assumes that technology skills are developed by coordinated activities that support learning through out the student's education. Several skills can be demonstrated in a single activity or project. These skills are to be introduced, reinforced, and finally mastered, and thus integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and productive citizenry.

### **6-8 Profile**

Prior to the completion of Grade 8 students will:

1. Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (1)
2. Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (2)
3. Exhibit legal and ethical behaviors when using information and technology, and discuss consequences of misuse. (2)
4. Use content specific tools, software, and simulations (e.g., environmental probes, graphing calculators, exploratory environments, Web tools) to support learning and research. (3, 5)
5. Apply productivity/multimedia tools, and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (3, 6)
6. Design, develop, publish, and present products (e.g., Web pages and HyperStudio presentation) using technology resources that demonstrate and communicate student learning to audiences inside and outside the classroom. (4, 5, 6)
7. 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. (4, 5)
8. Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems. (5, 6)
9. Demonstrate an understanding of concepts underlying hardware, software, and connectivity, and of practical applications to learning and problem solving. (1, 6)
10. Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real world problems. (2, 5, 6)

**The Technology Competencies that follow delineate the skills and attitudes developed at each grade level.**

Technology Standards for Students	Sixth Grade	Seventh Grade	Eighth Grade
<b>1. Basic operations and concepts</b> – students demonstrate a sound understanding of the nature and operation of technology systems and are proficient in the use of technology.			
A. Use a variety of input and output devices such as keyboards, scanners, cameras, microphones, printers, projectors, and CD-ROMs.	Students will continue to develop formal keyboarding skills.	Students will continue to develop formal keyboarding skills.	Students will demonstrate full keyboard competency.
B. Uses a variety of technology resources and applications.	Students will discriminate between paint and draw environments. Students will open and browse through an existing database. Students will use a prepared database to enter data.	Students will sort and format spreadsheet data. Students will export spreadsheet data into a document.	Students will sort database information. Students will generate reports and layouts using database information. Students will edit graphics. Students will create cell formulas and perform calculations in a spreadsheet. Student will use spreadsheet functions. Students will move cells, columns and rows in a spreadsheet. Student will lock and unlock cells in a spreadsheet.
C. Demonstrates an understanding of terminology related to technology.			
D. Access, print, save, and retrieve resources using the network.			Students will save and print to different locations.
E. Use basic operating system features, for example, using help menus and control panels.			
F. Employ basic technology troubleshooting and maintenance techniques.			Students will refill printer paper.

Technology Standards for Students	Sixth Grade	Seventh Grade	Eighth Grade
<b>2. Social, ethical, and human issues</b> – students understand the ethical, cultural, and societal issues related to technology, practice responsible use of technology systems, information and software, and develop positive attitudes towards technology use.			
A. Understand and apply the basic workings of the copyright law and appropriate usage of materials, including citing resources.	Students will apply concepts and understand consequences of copyright infringement and plagiarism.	Students will apply concepts and understand consequences of copyright infringement and plagiarism.	Students will apply concepts and understand consequences of copyright infringement and plagiarism.
B. Demonstrate appropriate behavior for technology use and show respect for technology equipment.	Students will demonstrate appropriate behavior for technology use. Students will show respect when using all technology equipment. Students will understand consequences for misuse of technology.	Students will demonstrate appropriate behavior for technology use. Students will show respect when using all technology equipment. Students will understand consequences for misuse of technology.	Students will demonstrate appropriate behavior for technology use. Students will show respect when using all technology equipment. Students will understand consequences for misuse of technology.
C. Apply and advocate for the Mercer Island School District Acceptable Use Policy.	Students will understand and abide by guidelines for using computers in the Mercer Island School District. Students will understand and describe the need for protection against software and hardware vandalism.	Students will understand and abide by guidelines for using computers in the Mercer Island School District. Students will understand and describe the need for protection against software and hardware vandalism.	Students will understand and abide by guidelines for using computers in the Mercer Island School District. Students will understand and describe the need for protection against software and hardware vandalism.
<b>3. Technology productivity tools</b> – Students use technology tools to enhance learning, increase productivity, promote creativity, collaborate in constructing technology –enhanced models, prepare publications, and produce other creative works.			
A. Make appropriate technology resource choices according to learning purposes and outcomes.	Students will make appropriate software choices based on learning outcomes.	Students will make appropriate software choices based on learning outcomes.	Students will make appropriate software choices based on learning outcomes.

<b>Technology Standards for Students</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
<b>4. Technology communication tools.</b> – Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audience. Additionally, students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.			
A. Create multimedia and/or online projects.	Students will create one or more curriculum-related multimedia projects. Projects should include animation, sound, text and graphics.	Students will create one or more curriculum-related multimedia projects. Projects should include animation, sound, text and graphics.	Students will create two or more curriculum-related multimedia projects. Projects should include animation, sound, text and graphics.
B. Present multimedia and/or online projects to audiences inside and outside the classroom.	Students will present one or more curriculum-related multimedia projects to an audience.	Students will present one or more curriculum-related multimedia projects to an audience.	Students will present two or more curriculum-related multimedia projects to an audience.
C. Print, post, publish and/or distribute technology products.			Students will create an Internet Web page.
D. Use electronics to communicate and collaborate with others. For example, communicate with outside groups, classes, and experts via e-mail, the Internet and/or video conferencing.	Students will use telecommunications to work with other individuals to complete a task. Consistent with the MISD Acceptable Use Policy, students will use appropriate language and behavior when communicating with others.	Students will use telecommunications to work with other individuals to complete a task. Consistent with the MISD Acceptable Use Policy, students will use appropriate language and behavior when communicating with others.	Students will use telecommunications to work with other individuals to complete a task. Consistent with the MISD Acceptable Use Policy, students will use appropriate language and behavior when communicating with others.
<b>5. Technology research tools</b> – Students use technology to locate, evaluate, and collect information from a variety of sources, and use technology tools to process data and report results.			
A. Use the Internet and other electronic resources for research and digital media retrieval.	Students will use search directory to locate information on the World Wide Web. Students will use search engine to locate information on the World Wide Web (keyword search and introduction of Boolean search).	Students will use search engine to locate information on the World Wide Web (keyword search and continued instruction on Boolean search).	Students will use search engine to locate information on the World Wide Web (Boolean search and continued instruction on Boolean search).
B. Evaluate and critique the quality and credibility of electronic information.	Students will discuss origins, authors and purposes of Web sites. Students will, with instruction and guidance, identify criteria for evaluating web sites for validity and quality of content.	Students will, with instruction and guidance, identify criteria for evaluating web sites for validity and quality of content.	Students will apply independently criteria for evaluating web sites for validity and quality of content.

<b>Technology Standards for Students</b>	<b>Sixth Grade</b>	<b>Seventh Grade</b>	<b>Eighth Grade</b>
<b>6. Technology problem-solving and decision making tools</b> - use technology resources for solving problems and making informed decisions, including employing technology in the development of strategies for solving problems in the real world.			
A. Use technology resources for problem solving, self-directed learning, and extended learning activities.	Students will routinely and efficiently use online and other digital information sources to meet needs for collaboration, research, publications, communications, and productivity.	Students will routinely and efficiently use online and other digital information sources to meet needs for collaboration, research, publications, communications, and productivity.	Students will routinely and efficiently use online and other digital information sources to meet needs for collaboration, research, publications, communications, and productivity.

This profile for Technology Literate Students provides performance indicators describing the technology competence students should exhibit upon completion of the 9-12 Grade range. This profile is an indicator of achievement at twelfth grade. It assumes that technology skills are developed by coordinated activities that support learning through out the student's education. Several skills can be demonstrated in a single activity or project. These skills are to be introduced, reinforced, and finally mastered, and thus integrated into an individual's personal learning and social framework. They represent essential, realistic, and attainable goals for lifelong learning and productive citizenry.

**9-12 Profile**

Prior to completion of Grade 12 students will:

1. Identify capabilities and limitations of contemporary and emerging technology resources and assess the potential of these systems and services to address personal, lifelong learning, and workplace needs. (2)
2. Make informed choices among technology systems, resources, and services. (1, 2)
3. Analyze advantages and disadvantages of widespread use and reliance on technology in the workplace and in society as a whole. (2)
4. Demonstrate and advocate for legal and ethical behaviors among peers, family, and community regarding the use of technology and information. (2)
5. Use technology tools and resources for managing and communicating personal/professional information (e.g., finances, schedules, addresses, purchases, correspondence). (3, 4)
6. Evaluate technology based options, including distance and distributed education, for lifelong learning. (5)
7. Routinely and efficiently use online information resources to meeting needs for collaboration, research, publications, communications, and productivity. (4, 5, 6)
8. Select and apply technology tools for research, information analysis, problem solving, and decision making in content learning. (4, 5)
9. Investigate and apply expert systems, intelligent agents and simulations in real world situations. (3, 5, 6)
10. Collaborate with peers, experts, and others to contribute to a content related knowledge base by using technology to compile, synthesize, produce, and disseminate information, models, and other creative works. (4, 5, 6)

**The Technology Competencies that follow delineate the skills and attitudes developed at each grade level.**

Technology Standards for Students	Ninth and Tenth Grades	Eleventh and Twelfth Grades	
<b>1. Basic operations and concepts</b> – students demonstrate a sound understanding of the nature and operation of technology systems and are proficient in the use of technology.			
A. Use a variety of input and output devices such as keyboards, scanners, cameras, microphones, printers, projectors, and CD-ROMs.			
B. Uses a variety of technology resources and applications.	Students will merge a database with another application. Students will save graphics in multiple formats. For example JPG, GIF, PICT, TIFF, etc.	Students will develop and print a personal resume.	
C. Demonstrates an understanding of terminology related to technology.			
D. Access, print, save, and retrieve resources using the network.	Students will create an alias and/or shortcut to a file or applications.		
E. Use basic operating system features, for example, using help menus and control panels.	Students will use the calculator and graphing calculator accessories. Students will make use of multiple toolbars (such as formatting, draw, picture, etc.).		
F. Employ basic technology troubleshooting and maintenance techniques.			

Technology Standards for Students	Ninth and Tenth Grades	Eleventh and Twelfth Grades	
<b>2. Social, ethical, and human issues</b> – students understand the ethical, cultural, and societal issues related to technology, practice responsible use of technology systems, information and software, and develop positive attitudes towards technology use.			
A. Understand and apply the basic workings of the copyright law and appropriate usage of materials, including citing resources.			
B. Demonstrate appropriate behavior for technology use and show respect for technology equipment.	Students will demonstrate appropriate behavior for technology use. Students will responsibly use technology equipment. Students will understand consequences for misuse of technology.	Students will demonstrate appropriate behavior for technology use. Students will show respect when using all technology equipment. Students will understand consequences for misuse of technology.	
C. Apply and advocate for the Mercer Island School District Acceptable Use Policy.	Students will understand and abide by guidelines for using computers in the Mercer Island School District. Students will understand and describe the need for protection against software and hardware vandalism.	Students will understand and abide by guidelines for using computers in the Mercer Island School District. Students will understand and describe the need for protection against software and hardware vandalism.	
<b>3. Technology productivity tools</b> – Students use technology tools to enhance learning, increase productivity, promote creativity, collaborate in constructing technology –enhanced models, prepare publications, and produce other creative works.			
A. Make appropriate technology resource choices according to learning purposes and outcomes.	Students will make appropriate software and hardware choices based on learning outcomes.	Students will make appropriate software and hardware choices based on learning outcomes.	

Technology Standards for Students	Ninth and Tenth Grades	Eleventh and Twelfth Grades	
<b>4. Technology communication tools.</b> – Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audience. Additionally, students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.			
A. Create multimedia and/or online projects.	Students will create one or more curriculum-related multimedia projects. Projects should include animation, sound, text and/or graphics.	Students will create one or more curriculum-related multimedia projects. Projects should include animation, sound, text and/or graphics.	
B. Present multimedia and/or online projects to audiences inside and outside the classroom.	Students will present one or more curriculum-related multimedia projects to an audience outside the classroom.	Students will present one or more curriculum-related multimedia projects to an audience outside the classroom.	
C. Print, post, publish and/or distribute technology products.	Students will create an Internet Web page and/or a professional print publication.	Students will create an Internet Web page and/or a professional print publication.	
D. Use electronics to communicate and collaborate with others. For example, communicate with outside groups, classes, and experts via e-mail, the Internet and/or video conferencing.	Students will use telecommunications to work with other individuals to complete a task. Consistent with the MISD Acceptable Use Policy, students will use appropriate language and behavior when communicating with others.	Students will use telecommunications to work with other individuals to complete a task. Consistent with the MISD Acceptable Use Policy, students will use appropriate language and behavior when communicating with others.	
<b>5. Technology research tools</b> – Students use technology to locate, evaluate, and collect information from a variety of sources, and use technology tools to process data and report results.			
A. Use the Internet and other electronic resources for research and digital media retrieval.	Students will use search engines to locate information on the World Wide Web using advanced search capabilities.	Students will access post-secondary electronic information.	
B. Evaluate and critique the quality and credibility of electronic information.	Students will know and be able to use accepted criteria to determine the relevance and reliability of electronic information.	Students will know and be able to use accepted criteria to determine the relevance and reliability of electronic information.	

<b>Technology Standards for Students</b>	<b>Ninth and Tenth Grades</b>	<b>Eleventh and Twelfth Grades</b>	
<b>6. Technology problem-solving and decision making tools</b> - use technology resources for solving problems and making informed decisions, including employing technology in the development of strategies for solving problems in the real world.			
A. Use technology resources for problem solving, self-directed learning, and extended learning activities.	Students will routinely and efficiently use online and other digital information sources to meet needs for collaboration, research, publications, communications, and productively.	Students will routinely and efficiently use online and other digital information sources to meet needs for collaboration, research, publications, communications, and productively.	