

Lower School Technology Standards & Benchmarks

1. Students will understand and perform basic computer operations.

By the end of Grade 2	By the end of Grade 5
Demonstrate a sound understanding of the nature and operation of technology systems including networked environments. (For kindergarten that means something like...Save your work or we won't be able to find it when you come back...if we save it here we can find it on any machine in the school)	Demonstrate a sound understanding of the nature and operation of technology systems including networked environments. (For kindergarten that means something like...Save your work or we won't be able to find it when you come back...if we save it here we can find it on any machine in the school)
Become proficient in the use of technology. These proficiencies are broken down in the ISL Profiles of Technology Literate Students.	Become proficient in the use of technology. These proficiencies are broken down in the ISL Profiles of Technology Literate Students.
Use input devices (e.g., mouse, keyboard) and output devices (e.g., monitor, printer) to successfully operate computers.	Use input devices (e.g., mouse, keyboard) and output devices (e.g., monitor, printer) to successfully operate computers.
Use a variety of media and technology resources for directed and independent learning activities.	Use a variety of media and technology resources for directed and independent learning activities.
Communicate about technology using developmentally appropriate and accurate terminology.	Communicate about technology using developmentally appropriate and accurate terminology.
Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopaedias) to support learning.	Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopaedias) to support learning.
	Use keyboards and other common input and output devices efficiently and effectively.
	Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide.

2. Students will understand and demonstrate responsible and ethical practices.

By the end of Grade 2	By the end of Grade 5
Demonstrate an understanding of ethical, societal and environmental issues related to technology.	Demonstrate an understanding of ethical, societal and environmental issues related to technology.
Practice responsible use of technology systems, information and software. (See ISL Acceptable Use Policy)	Practice responsible use of technology systems, information and software. (See ISL Acceptable Use Policy)
Develop positive attitudes toward technology uses that support lifelong learning, collaboration and cooperation, personal pursuits and productivity.	Develop positive attitudes toward technology uses that support lifelong learning, collaboration and cooperation, personal pursuits and productivity.
Work cooperatively and collaboratively with others when using technology.	Work cooperatively and collaboratively with others when using technology.
Demonstrate positive social and ethical behaviours when using technology.	Demonstrate positive social and ethical behaviours when using technology.
Practice responsible use of technology systems and software.	Practice responsible use of technology systems and software.
	Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use. (See Acceptable Use Policy)

3. Students will use technology for thinking, learning, and producing.

By the end of Grade 2	By the end of Grade 5
Use technology tools to enhance learning, increase productivity, and promote creative thinking. (KidPix, Micro Worlds, The Microsoft Office Suite)	Use technology tools to enhance learning, increase productivity, and promote creative thinking. (KidPix, Micro Worlds, The Microsoft Office Suite)
Use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other meaningful works. (KidPix, MicroSoft Publisher, Microworlds, etc.)	Use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other meaningful works. (KidPix, MicroSoft Publisher, Microworlds, etc.)
Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.	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.	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.
	Use technology systems and peripherals to support personal productivity 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.

4. Students will use technology to enhance communication.

By the end of Grade 2	By the end of Grade 5
Use the Internet and the ISL Community Pages to publish and access information and interact with peers, experts and other audiences (eg., Ask an Expert, ask Jeeves, polls and surveys).	Use the Internet and the ISL Community Pages to publish and access information and interact with peers, experts and other audiences (e.g., Ask an Expert, ask Jeeves, polls and surveys).
Use a variety of media and formats to create and communicate information and ideas effectively to multiple audiences including text, video, graphics and conversation. (PowerPoint, LCD projector, Digital Video)	Use a variety of media and formats to create and communicate information and ideas effectively to multiple audiences including text, video, graphics and conversation. (PowerPoint, LCD projector, Digital Video)
Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.	Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.
	Use technology efficiently to access information, communicate with others in support of direct and independent learning, and pursue personal interests.
	Use the Internet to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.

5. Students will use technology as research tools.

By the end of Grade 2	By the end of Grade 5
Use technology to locate, collect, and organise information from a variety of sources.	Use technology to locate, collect, and organise information from a variety of sources.
Analyse and evaluate information and its relevance to the task at hand.	Analyse and evaluate information and its relevance to the task at hand.
	Use technology resources for problem solving, self-directed learning, and extended learning activities. (e.g. on-line resources, educational software)

6. Students will use technology as tools for problem-solving and decision-making.

By the end of Grade 2	By the end of Grade 5
Students work collaboratively using technology resources to solve problems, make informed decisions and present results.	Students work collaboratively using technology resources to solve problems, make informed decisions and present results.
Students employ technology in the development of strategies for solving problems in the real world.	Students employ technology in the development of strategies for solving problems in the real world.
Begin to determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.	Begin to 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.
	Continue to determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.