

Montpelier Schools
Fifth Grade
Technology Applications and Information Tools
Ohio Technology Content Standards 3, 4, and 5
Scope and Sequence

Key: I – Introduce, C – Continuation, M - Mastery

Standard 3

Technology for Productivity Applications

Students learn the operations of technology through the usage of technology and productivity tools

Benchmark A: Understand computer and multimedia technology concepts and communicate using the correct terminology.		
Skills	Level	Comments
Define and use new technology terminology based on the computer and multimedia technology resources being used.	C	

Benchmark B: Use appropriate tools and technology resources to complete tasks and solve problems.		
Skills	Level	Comments
Describe how networks are used to access, share and store information • Software • Printers • Data	C	
Select the appropriate device to store needed information and independently save and access stored information from portable devices • how large is the saved information? • do others need to use the information? • what device will best store this information?	I	
Collect information for projects using • still and video digital cameras • scanners • electronic resources	C	
Create a presentation using multimedia software that incorporates, graphics, video and sound to present the findings of a group research project. • PhotoStory • iMovie • Movie Maker • Audacity	I	
Investigate technology tools used for researching problems and acquiring information and data	C	
Use appropriate hand/finger positions to key all letters (e.g., demonstrate ability to appropriately keyboard and assess accuracy).	C	

Benchmark C: Use productivity tools to produce creative works and prepare publications.		
Skills	Level	Comments
Select and use appropriate software applications to complete content-specific tasks (e.g., use desktop publishing software to create a newsletter, use drawing programs to create artwork).	C	
Investigate technology resources for individual and collaborative writing, communication and publication of creative works (e.g., video editing, desktop publishing).	C	
Use technology resources for presenting information (e.g., distance learning and interactive boards).	C	

Standard 4

Technology and Communication Applications

Students use an array of technologies and apply design concepts to communicate with multiple audiences, acquire and disseminate information, and enhance learning.

Benchmark A: Identify the concepts and operations of communication systems.		
Skills	Level	Comments
Implement basic design components (contrast, size, arrangement) in print or electronic media productions.	C	
Determine ways in which people collaborate in real time with individual and groups located in different school districts, communities, states and countries.	I	
Describe and participate in different types of online learning environments • online classes • distance learning • video conferencing • productions	C	

Benchmark B: Develop, publish and present information in print and digital formats.		
Skills	Level	Comments
Produce a slide show from storyboard, using text, graphics and sound with appropriate transitions and effects. • PowerPoint • PhotoStory	C	
Collaborate in a class video project (e.g., act as camera operator, actor or director in a video project as part of a unit of study).	I	
Use a simple authoring tool to create class Web page	I	
Evaluate and modify a presentation or document for different audiences (e.g., one person or a group of people).	I	
Use advanced software features to publish information in printed form (e.g., card, calendar, banner, one-page report, flyer, newsletter).	C	

Standard 5

Technology and Information Literacy

Students engage in information literacy strategies, use the Internet, technology tools and resources, and apply information-management skills to answer questions and expand knowledge.

Benchmark A:

Describe types of information: facts, opinions, primary/secondary sources; and formats of information: number, text, sound, visual, multimedia; and use information for a purpose.

Skills	Level	Comments
Develop a systematic plan for organizing information using a basic organizing concept (e.g., subject, chronology, date).	I	
Choose a variety of formats for presenting information • Pictures • Texts • Slides • Audio • Video	C	
Understand that there are conditions where information cannot be used (e.g., copyright restrictions on the use of cartoon characters, copying a classmate's project).	C	
Distinguish between relevant and irrelevant information in an information source (e.g., information matches question to be answered, facts apply to the topic).	C	
Apply primary and secondary sources to investigate a person, place, thing or event, and identify each source as primary or secondary.	C	

Benchmark B:

Use technology to find information, applying a research process to decide what information is needed, find sources, use information and check work

Skills	Level	Comments
Identify questions related to an assigned topic or personal information need.	C	
Determine the best sources to use for the assigned topic or personal information need.	C	
Select and access information resources: online library catalog, Web sites and electronic formats (e.g., CD-ROM, DVD, audio files).	C	
Record and use selected information to create a product for the assigned topic or personal information need.	C	
Cite sources used: author, title of resource, publisher or source of information, and copyright date.	C	
Describe how information about a topic was gathered (e.g., discuss the information process).	C	

Benchmark C:

Use the Internet to find, use and evaluate information.

Skills	Level	Comments
Explain the elements and meaning of a Web site URL: name of the site, domain, and extensions for specific pages.	I	
Perform a search in an age-appropriate search engine or a Web directory by typing in one or more search terms.	C	
Read list of results from the search and select potential relevant Web sites.	C	
Identify information on the Web site: URL extensions, author, title, date produced, special features (images, puzzles, activities), products, services, resources, etc	C	
Examine the information retrieved from the Web site for the author's expertise, the accuracy of the information presented and the bias.	C	

Benchmark D:

Identify, access and use electronic resources from both free and fee-based Internet sources.

Skills	Level	Comments
Use a username and password to access an information source (e.g., an online library catalog, a fee-based Web site requiring user information to access the site, district network requiring student login).	C	
Examine coverage of information in magazine databases, online biography sources and subject guide sources.	C	
Distinguish different types of online information databases (free or fee-based) and select the best resource based on curricular need.	C	