

Montpelier Schools
Sixth 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: Demonstrate an understanding of concepts underlying hardware, software and connectivity.		
Skills	Level	Comments
Use vocabulary related to computer and multimedia technology systems (e.g., network, local area network—LAN, wide area network—WAN, wireless, connectivity).	C	
Describe how computers connect to the Internet (e.g., what is the information super highway/World Wide Web and how can you connect to it?).	I	

Benchmark B: Select appropriate technology resources to solve problems and support learning.		
Skills	Level	Comments
Explain the purpose of software programs.	M	
Present independent research findings in a multimedia format.	C	
Investigate technology tools used to organize and represent data collected in problem situations.	C	
Demonstrate proper keyboarding techniques, assess keyboarding accuracy and develop speed.	C	

Benchmark C: Use productivity tools to produce creative works, to prepare publications and to construct technology-enhanced models.		
Skills	Level	Comments
Use content-specific tools, software and simulations to support learning and research (e.g., thermometers, applets, interactive geometric programs, model robots).	I	
Apply technology resources to create an educational project (e.g., use a spreadsheet to organize the data that represents the results from an experiment).	I	

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: Communicate information technologically and incorporate principles of design into the creation of messages and communication products.		
Skills	Level	Comments
Explain that information is communicated for specific purposes.	I	
Define principles of design used to create print, multimedia and Web communications or products (e.g., color, contrast, repetition, alignment, proximity).	I	
Produce information products that incorporate principles of design.	I	

Benchmark B: Develop, publish and present information in a format that is appropriate for content and audience.		
Skills	Level	Comments
Create and publish information in printed form (e.g., use software to produce homework assignments, reports, flyers, newsletters).	C	
Develop and publish information in electronic form (e.g., slide presentations, multimedia products, Web materials).	C	

Benchmark C: Select appropriate technology communication tools and design collaborative interactive projects and activities to communicate with others.		
Skills	Level	Comments
Use e-mail functions including: a Sending; b Receiving; c Replying; d Adding a hyperlinked address in message; e Organizing mail folders; and f Adding attachments to message	C	
Participate in discussion lists, message boards, chat and other means of appropriate electronic communication (e.g., ask-an-expert, pen pals).	I	
Investigate assigned topics using online learning resources (e.g., weblogs, Web cast, video-conferencing and other distance learning opportunities).	I	

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: Evaluate the accuracy, authority, objectivity, currency, coverage and relevance of information and data sources.		
Skills	Level	Comments
Select relevant information by identifying main ideas and supporting facts that help answer questions.	C	
Determine that information located can be used legally and choose appropriately (e.g., locate copyright information for print and graphic information, check for copyright restrictions).	C	
Check copyright and publication dates to determine currency of information.	C	
Investigate the authority of an online information source to determine the author's qualification to be an expert about a topic (e.g., famous scientist versus a sixth-grader's Web site; well-known organization versus a personal Web site).	C	

Benchmark B: Use technology to conduct research and follow a research process model which includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product		
Skills	Level	Comments
Generate questions to be answered or a position to be supported when given a topic.	C	
Recognize that finding and using more than one source can produce a better product.	C	
Use a variety of technology resources for curriculum needs and personal information needs: library catalog, online encyclopedia, Web sites.	C	

Benchmark B: Use technology to conduct research and follow a research process model which includes the following: develop essential question; identify resources; select, use and analyze information; synthesize and generate a product; and evaluate both process and product		
Skills	Level	Comments
Examine information in different types of subscription resources—fee-based, pay-to-use to locate information for a curricular need (e.g., magazine database, picture archive, online encyclopedia).	C	
Identify relevant facts, check facts for accuracy, record appropriate information and create an information product to share with others.	C	
List information sources used in a district-adopted or teacher-prescribed format (e.g., MLA, APA).	C	
Review how the information found for the project was used and discuss the quality of the product.	C	

Benchmark C: Develop search strategies, retrieve information in a variety of formats and evaluate the quality and appropriate use of Internet resources.		
Skills	Level	Comments
Explain the function of a Web browser (e.g., what is the difference between the browser software and a page on the Internet?).	M	
Explain the difference between a subscription (fee-based database) and the free Internet.	M	
Identify keywords which describe the information need and use keywords as search terms (e.g., review search engine “help” page to determine methods for entering search terms).	M	
Use phrase searching in appropriate search engines to improve results.	M	
Incorporate place searching when searching for information using assigned directories and search engines.	C	
Evaluate Web information for: a Author’s expertise (authority); b Accuracy of information presented; c Parameters of coverage (including objectivity and bias); and d Currency of information	C	
Compare the range of information available from multiple information databases (e.g., examine the purpose and scope of each database and how it would be used for a particular assignment).	C	

Benchmark D: Select, access and use appropriate electronic resources for a defined information need.		
Skills	Level	Comments
Demonstrate search techniques: author, title, subject for subscription (fee-based) databases.	C	
Use online library catalog to choose and locate a variety of resources on a topic.	C	