

# West Virginia Standards for 21st Century Learning

## 21st Century Learning Skills and Technology Tools

### 3-4 Technology Tools Objectives

Upon completion of the fourth grade the student will work productively in a group setting and demonstrate flexibility in assuming different roles and responsibilities. The student will engage in a problem solving process that promotes questioning, investigating and finding solutions and will begin to select appropriate tools for problem solving, self-directed learning and extended learning activities. The fourth grade student understands the meaning of acceptable use, protects online identity and demonstrates personal responsibility in the use of technology. The student continues to expand the use of word processing software, begins to use a spreadsheet to perform calculations, understands the functionality of a database and creates a simple multimedia project. Students use technology tools in a collaborative setting to generate products, create ideas, and to communicate effectively.

| Standard 1:<br>Information and<br>Communication Skills | The student will access, analyze, manage, integrate, evaluate, and create information in a variety of forms using appropriate technology skills and communicate that information in an appropriate oral, written, or multimedia format.  |
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| <b>21C.O.3-4.1.TT1</b>                                 | Student uses keyboard, mouse and other common input and output devices (including adaptive devices when necessary) efficiently and effectively; student handles diskettes, CD/DVDs, USB drives, microphones, and headphones with care; student opens files independently, saves documents, and sends documents to the printer.   |
| <b>21C.O.3-4.1.TT2</b>                                 | Student demonstrates correct keyboarding posture and technique, uses correct hand and finger placement for alphabetic, numeric, and special purpose keys such as arrows, escape, backspace, delete, caps lock, and control; student knows how to correctly use these keys; students know how to use Edit menu to cut, copy, paste, change font, and other common editing features. |
| <b>21C.O.3-4.1.TT3</b>                                 | Student uses menu options in software applications to create documents, simple spreadsheets and presentations and to save files to various locations (e.g., USB drive, diskette, hard drive, server). Student begins to use e-mail to exchange documents with other teachers and students. Students know how to organize files through the use of folders.                         |
| <b>21C.O.3-4.1.TT4</b>                                 | Student finds, imports, inserts, and resizes or moves pictures, images and charts in word processing documents, spreadsheets, presentations and other electronic templates.  |
| <b>21C.O.3-4.1.TT5</b>                                 | Student uses word processing software to create and format a document (e.g., paragraphs, tabs, page justification, margins, spell check, grammar check, word count, insert page breaks, page numbers), uses Edit menu to cut, copy, paste, change font type, size and color, select and highlight text, and other common editing features.   |
| <b>21C.O.3-4.1.TT6</b>                                 | Student enters data into a spreadsheet, performs simple calculations (e.g., Sum, Average), aligns data (e.g., left, right, center justification), applies different formats (e.g., number format, currency format, general format), and creates simple graphs and charts using the chart wizard.   |
| <b>21C.O.3-4.1.TT7</b>                                 | Student creates a presentation of at least four to six slides. Student inserts slides and chooses backgrounds, fonts, and slide layouts. Student understands and uses different formats for viewing (e.g., slide sorter menu, slide show menu, normal view).   |
| <b>21C.O.3-4.1.TT8</b>                                 | Student uses existing common databases (e.g., online or CD-ROM encyclopedias, electronic dictionaries, and other online library archives) to find, sort and interpret information for classroom assignments.   |
| <b>21C.O.3-4.1.TT9</b>                                 | Student participates in several curriculum-based telecommunications projects as class activities (e.g., web quests, ask an expert, collaborative email projects, online discussions). Student uses telecommunications efficiently and effectively to access remote information and communicate with audiences.   |
| <b>21C.O.3-4.1.TT10</b>                                | Student selects and uses appropriate software, other technologies, and grade level appropriate search engines to locate and acquire information from electronic resources (e.g., interactive books, multi-media encyclopedias, Internet sites). Student evaluates information found for content and usefulness.  |

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| <b>Standard 2:<br/>Thinking and Reasoning Skills</b> | <b>The student will demonstrate the ability to explore and develop new ideas, to intentionally apply sound reasoning processes and to frame, analyze and solve complex problems using appropriate technology tools.</b>  |
| <b>21C.O.3-4.2.TT1</b>                               | Student troubleshoots simple hardware and software problems (e.g., rebooting, closing applications, powering off and restarting computers, using simple help menus, clearing print queues).  |
| <b>21C.O.3-4.2.TT2</b>                               | Student collaborates with peers, experts and others using telecommunications and online resources (e.g., e-mail, online discussions) to participate in collaborative problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom.  |
| <b>21C.O.3-4.2.TT3</b>                               | Student uses technology tools (e.g., presentation software, word processing software, publishing software, group web page design, digital cameras, scanners) for individual and collaborative writing, communication, and publishing activities to create informative products for audiences inside and outside the classroom.             |
| <b>21C.O.3-4.2.TT4</b>                               | Student uses technology tools (e.g., calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities.   |
| <b>Standard 3:<br/>Personal and Workplace Skills</b> | <b>The student will exhibit leadership, ethical behavior, respect for others; accept responsibility for personal actions considering the impact on others; take the initiative to plan and execute tasks; and interact productively as a member of a group.</b>  |
| <b>21C.O.3-4.3.TT1</b>                               | Student practices responsible use of technology systems. Student identifies the consequences of viruses, vandalism and inappropriate use of hardware and software.   |
| <b>21C.O.3-4.3.TT2</b>                               | Student evaluates bookmarked Internet sites or teacher-directed sites for relevance to curriculum tasks.   |
| <b>21C.O.3-4.3.TT3</b>                               | Student identifies and describes the impact of technology on homes, school and business environments. Student identifies how technology supports individual and group work and assistance for students with disabilities.  |
| <b>21C.O.3-4.3.TT4</b>                               | Student complies with county acceptable use policy. Student identifies the need for acceptable use policies (AUP), discusses basic issues related to responsible use of technology and information and describes personal consequences of inappropriate use, and begins to cite sources for information found through electronic searches. |
| <b>21C.O.3-4.3.TT5</b>                               | Student identifies why technology is important to them, the purpose of using login names and passwords, and reasons for keeping them private. Student models acceptable use and understands the etiquette of email communications.   |
| <b>21C.O.3-4.3.TT6</b>                               | Student selects appropriate technology tools and resources needed to communicate information to others, to achieve personal goals, and to support independent learning.  |
| <b>21C.O.3-4.3.TT7</b>                               | Student identifies need to protect identity online, in email, and/or websites, and the importance of limiting distribution of information/pictures. Student begins to apply strategies for protecting identity online, in email, and on websites.  |