

# Jefferson County Student Technology Standards

## 8th Grade (Proficient)

Notes on standards

- Standard 1 (Appropriate and responsible use of tools) and Standard 2 (Information Literacy) are intrinsically linked. It is impossible to work with technology and resources without incorporating the principles of each. There is a tremendous overlap, so schools should teach the concepts together as appropriate.

<b>1. Appropriate and responsible use of tools</b>	
<ul style="list-style-type: none"> <li>• Students understand the ethical, cultural, and societal issues related to technology.</li> <li>• Students practice responsible use of technology systems and software.</li> <li>• Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.</li> </ul>	
General Indicators	Examples of Performance
<b>8.1.1</b> Understand common uses of technology in daily life and the advantages and disadvantages those uses provide.	Students are able to: <ul style="list-style-type: none"> <li>• produce items that reflect an understanding of legal and ethical use and the school's acceptable use policy</li> <li>• evaluate information to separate fact, opinion, and point of view</li> <li>• determine accuracy, relevance and comprehensiveness</li> <li>• identify inaccurate and misleading information</li> <li>• present information to others accurately</li> </ul>
<b>8.1.2</b> Understand basic issues related to responsible use of technology and information. Act in accordance with basic principles/rules of responsible use and know the personal consequences of inappropriate use.	Students demonstrate strategies for: <ul style="list-style-type: none"> <li>• evaluating information to separate fact, opinion, and point of view</li> <li>• determining accuracy, relevance and comprehensiveness</li> <li>• identifying inaccurate and misleading information</li> <li>• presenting information to others accurately</li> </ul> Students: <ul style="list-style-type: none"> <li>• create and abide by a personal set of rules dealing with responsible use</li> <li>• report on plagiarism and the new electronic age</li> </ul>
<b>8.1.3</b> Determine when technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems.	Students: <ul style="list-style-type: none"> <li>• determine if technology is appropriate for the task</li> <li>• select applicable technology research tools</li> <li>• generate an evaluation rubric to assess quality or value of a resource</li> <li>• document bibliographic resources appropriately</li> </ul>

## 2. Information Literacy

- Students practice responsible use of information.
- Students access information from a variety of resources to support research, lifelong learning, collaboration, personal pursuits, and productivity.

<b>General Indicators</b>	<b>Examples of Performance</b>
<p><b>8.2.1</b> Determine information needs, develop information- seeking strategies, locate and acquire information</p>	<p>Students produce a project using synthesized information from a variety of resources:</p> <ul style="list-style-type: none"><li>• books</li><li>• electronic resources</li><li>• environmental probes</li><li>• graphing calculators</li><li>• exploratory environments</li><li>• web tools</li></ul>
<p><b>8.2.2</b> Evaluate the information for accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources.</p>	<p>Students are able to:</p> <ul style="list-style-type: none"><li>• assess the authenticity of resources</li><li>• validate the resource</li><li>• determine the appropriateness and relevance</li><li>• evaluate for bias</li><li>• analyze the thoroughness</li><li>• locate corroborating evidence</li><li>• expose misinformation</li></ul>
<p><b>8.2.3</b> Practice ethical use of information and information technologies. Act in accordance with the principal of intellectual freedom</p>	<p>Students are able to demonstrate, through their products, an understanding of:</p> <ul style="list-style-type: none"><li>• intellectual property</li><li>• ethical use of information</li></ul>
<p><b>8.2.4</b> Organizing and present information from technology resources using technology tools.</p>	<p>Students develop age appropriate:</p> <ul style="list-style-type: none"><li>• multimedia presentations</li><li>• documents</li><li>• music</li><li>• videos</li></ul>
<p><i>Most of this is lifted directly from the Information Literacy standards, with emphasis on knowledge seeking and responsible users.</i></p>	

### 3. Communication

- Students use communications to collaborate, publish, and interact with peers, experts, and other audiences.
- Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.

<b>General Indicators</b>	<b>Examples of Performance</b>
<p style="text-align: center;"><b>8.3.1</b></p> <p>Make use of communications and online resources to participate in collaborative problem-solving activities for developing solutions or products for audiences inside and outside the classroom.</p>	<p>Students use:</p> <ul style="list-style-type: none"><li>• moderated discussion forums</li><li>• moderated chat</li><li>• e-mail</li><li>• online simulations</li><li>• online projects</li></ul> <p>Students participate in:</p> <ul style="list-style-type: none"><li>• online discussions</li><li>• video conferencing</li><li>• web based collaborations</li></ul>
<p style="text-align: center;"><b>8.3.2</b></p> <p>Practice efficient and effective communications to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests.</p>	<p>Students publish and share:</p> <ul style="list-style-type: none"><li>• word processed documents</li><li>• web pages</li><li>• online surveys</li><li>• videos</li><li>• multimedia presentations</li><li>• online projects</li></ul>

#### 4. Technology resources and productivity tools

- Students use technology tools and resources to enhance learning, increase productivity and promote creativity.
- Students use productivity tools to collaborate in processing data, reporting results, constructing technology-enhanced models, preparing publications, and producing other creative works.

General Indicators	Examples of Performance
<p><b>8.4.1</b></p> <p>Employ general-purpose productivity tools and peripherals to enhance learning, support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• create formulas for a spreadsheet project</li> <li>• use a simulation to illustrate a cause/effect relationship</li> <li>• use mathematical and scientific instruments for recording and manipulating data</li> <li>• use Internet search engines to research a topic</li> <li>• use Internet data information collections such as census data to complete a research project</li> <li>• use technology tools (e.g. graphic organizers) to aid in the organization and planning of a project</li> </ul>
<p><b>8.4.2</b></p> <p>Utilize technology tools for individual and collaborative writing, communication, and publishing activities to create products for audiences inside and outside the classroom.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• develop web pages for a specific audience</li> <li>• use technology to take notes, create an outline, or a develop a study guide</li> <li>• use a scanner or digital camera to incorporate art in a digital format</li> <li>• use text or images to illustrate a concept</li> <li>• use drawing tools for creative expression</li> <li>• use technology to monitor or track learning</li> <li>• develop a presentation using advanced multimedia options</li> <li>• create a persuasive essay using a word processing tool</li> <li>• use manuals and online support to enhance and update use of productivity tools</li> <li>• use charting software to display the results of a survey</li> <li>• use spreadsheets or databases to organize and analyze data</li> <li>• use multimedia authoring or presentation software to communicate their ideas</li> </ul>

<b>General Indicators</b>	<b>Examples of Performance</b>
<p style="text-align: center;"><b>8.4.3</b></p> <p>Use technology resources for self-directed learning and extended learning activities.</p>	<p>Students use:</p> <ul style="list-style-type: none"> <li>• electronic library catalogs</li> <li>• online experts and resources</li> <li>• digital images</li> <li>• drawing and writing tools</li> <li>• simulation software</li> <li>• calculators</li> <li>• data collection probes</li> <li>• multimedia authoring software</li> </ul>

<b>5. Technology Operations</b> <ul style="list-style-type: none"> <li>• Students demonstrate a sound understanding of the nature and operation of technology systems.</li> <li>• Students are proficient in the use of technology.</li> </ul>	
<b>General Indicators</b>	<b>Examples of Performance</b>
<p style="text-align: center;"><b>8.5.1</b></p> <p>Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use.</p>	<p>Students:</p> <ul style="list-style-type: none"> <li>• perform minor troubleshooting</li> <li>• select printers</li> <li>• connect peripheral devices</li> <li>• locate, save and organize files</li> </ul>
<p style="text-align: center;"><b>8.5.2</b></p> <p>Utilize and understand appropriate storage devices.</p>	<p>Students use:</p> <ul style="list-style-type: none"> <li>• flash drives</li> <li>• hard drives</li> <li>• network devices</li> <li>• other external devices</li> </ul>
<p style="text-align: center;"><b>8.5.2</b></p> <p>Operate input and output devices to successfully operate computers and other hardware devices.</p>	<p>Students use:</p> <ul style="list-style-type: none"> <li>• CD-ROMs</li> <li>• scanners</li> <li>• projection devices</li> <li>• calculators</li> <li>• audio/video recorders and players</li> <li>• cameras</li> <li>• MIDI devices</li> </ul>