

WISCONSIN MEDIA AND TECHNOLOGY STANDARDS

A. MEDIA AND TECHNOLOGY

CONTENT STANDARD

Students in Wisconsin will select and use media and technology to access, organize, create, and communicate information for solving problems and constructing new knowledge, products, and systems

PERFORMANCE STANDARDS

By the end of grade 4 students will:

A.4.1 *Use common media and technology terminology and equipment*

- identify and define basic computer terminology (e.g., software, hardware, cursor, startup/shutdown, storage medium, file, memory)
- identify and explain the functions of the components of a computer system (e.g., monitor, central processing unit, storage devices, keyboard, mouse, printer)
- demonstrate proper care and correct use of media and equipment
- demonstrate the correct use of input devices (e.g., mouse, keyboard) and output devices (e.g., monitor, printer, speakers)
- develop touch keyboarding techniques using both hands
- save and backup files on a computer hard drive, storage medium, or server
- demonstrate the use of still and video cameras and scanners
- solve problems using the basic four arithmetic functions of a calculator when appropriate
- operate basic audio and video equipment to listen to and view media programs

A.4.2 *Identify and use common media formats*

- identify the wide variety of current media formats (e.g., video programs, magazines, computer software, audio cassettes, CD-ROM and DVD, newspapers, books, the Internet)
- recognize the common organizational characteristics of print media (e.g., title page, table of contents, copyright statement, index)
- differentiate among the common types of computer software (e.g., drawing programs, utilities, word processing, simulations)
- listen to and view common audio and video media
- access information using common electronic reference sources (e.g., indexes, almanacs, on-line catalogs, encyclopedias)
- describe the purpose and use of a virus detection program
- demonstrate how to open and run a software program from a local storage device or network server
- create, save, move, copy, retrieve, and delete electronic files
- incorporate graphics, pictures, and sound into another document

A.4.3 *Use a computer and productivity software to organize and create information*

- identify and define basic word processing terminology (e.g., cursor, open, save, file, I-beam, window, document, cut, copy, paste)
- produce a document using a word processing program
- edit a word-processed document using a spell checker
- demonstrate the text editing features of a word processing program (e.g., bold face, italics, underline, double spacing, different size and style of fonts) to produce a finished product

- explore special formatting features (e.g., borders, shading, centering, justification) of a word processing program
- identify a database and define basic database terms (e.g., file, record, field)
- use a prepared database template to enter and edit data, and to locate records
- identify a spreadsheet and explain basic spreadsheet terms (e.g., column, row, cell)
- use a prepared spreadsheet template to enter and edit data, and to produce and interpret a simple graph or chart

A.4.4 Use a computer and communications software to access and transmit information

- describe and explain an on-line information network
- generate, send, retrieve, save, and organize electronic messages
- log on and view information from preselected sites on the Internet
- use the functions of a web browser to navigate and save World Wide Web sites
- identify and use simple search engines and directories

A.4.5 Use media and technology to create and present information

- use draw, paint or graphics software to create simple signs, posters, banners, charts, visuals, etc.
- plan a multimedia production using an outline or storyboard
- create and present a short video or hypermedia program

A.4.6 Evaluate the use of media and technology in a production or presentation

- identify the media and technology used
- explain how well the media and technology contributed to its impact
- identify simple criteria for judging the quality of a production or presentation
- judge how well a particular production meets the identified criteria
- suggest ways to improve future productions or presentations

By the end of grade eight students will:

A.8.1 Use common media and technology terminology and equipment

- identify and define computer and networking terms (e.g., modem, file server, client station, LAN, Internet/Intranet, data storage device)
- demonstrate the correct operation of a computer system on a network
- demonstrate touch keyboarding skills at acceptable speed and accuracy levels (suggested range 20-25 wpm)
- organize and backup files on a computer disk, drive, server, or other storage device
- recognize and solve routine computer hardware and software problems
- use basic content-specific tools (e.g., environmental probes, measurement sensors) to provide evidence/support in a class project
- scan, crop, and save a graphic using a scanner, digital camera, or other digitizing equipment
- use simple graphing calculator functions to solve a problem
- capture, edit, and combine video segments using a multimedia computer with editing software or a video editing system

A.8.2 Identify and use common media formats

- describe the operating and file management software of a computer (e.g., desktop, file, window, folder, directory, pull-down menu, dialog box)
- identify the various organizational patterns used in different kinds of reference books
- define the basic types of learning software (e.g., drill and practice, tutorial, simulation)
- use electronic encyclopedias, almanacs, indexes, and catalogs to retrieve and select information
- describe the various applications of productivity software programs (e.g., word processing, database, spreadsheet, presentation, communication, drawing, desktop publishing)
- identify common integrated software packages or applications suites
- use a graphics program to create or modify detail to an image or picture

A.8.3 Use a computer and productivity software to organize and create information

- explain the use of basic word processing functions (e.g., menu, tool bars, dialog boxes, radio buttons, spell checker, thesaurus, page layout, headers and footers, word count, tabs)
- use the spell checker and thesaurus functions of a word processing program
- move textual and graphics data from one document to another
- use graphics software to import pictures, images, and charts into documents
- use a graphical organizer program to construct outlines or webs that organize ideas and information
- compose a class report using advanced text formatting and layout styles (e.g., single and double spacing, different size and style of fonts, indents, headers and footers, pagination, table of contents, bibliography)
- classify collected data and construct a simple database by defining fields, entering and sorting data, and producing a report
- construct a simple spreadsheet, enter data, and interpret the information
- plot and use different types of charts and graphs (e.g., line, bar, stacked, scatter diagram, area, pie charts, pictogram) from a spreadsheet program
- incorporate database and spreadsheet information (e.g., charts, graphs, lists) in word-processed documents

A.8.4 Use a computer and communications software to access and transmit information

- define basic on-line searching and Internet terminology (e.g., website, HTML, home page, hypertext link, bookmark, URL address)
- send an e-mail message with an attachment to several persons simultaneously
- access information using a modem or network connection to the Internet or other on-line information services
- view, print, save, and open a document from the Internet or other on-line sources
- use basic search engines and directories to locate resources on a specific topic
- demonstrate efficient Internet navigation
- organize World Wide Web bookmarks by subject or topic

A.8.5 Use media and technology to create and present information

- use draw, paint, or graphics software to create visuals that will enhance a class project or report
- design and produce a multimedia program
- plan and deliver a presentation using media and technology appropriate to topic, audience, purpose, or content

A.8.6 Evaluate the use of media and technology in a production or presentation

- determine the purpose of a specific production or presentation
- describe the effectiveness of the media and technology used in a production or presentation
- identify criteria for judging the technical quality of a production or presentation
- judge how well the production or presentation meets identified criteria
- recommend ways to improve future productions or presentations

D. THE LEARNING COMMUNITY

Content Standard

Students in Wisconsin will demonstrate the ability to work collaboratively in teams or groups, use information and technology in a responsible manner, respect intellectual property rights, and recognize the importance of intellectual freedom and access to information in a democratic society.

Rationale:

As a member of a community of learners, each individual's actions impact all members of that community. The workplace in the 21st century will be a collaborative environment requiring a high level of communication, problem-solving, and teamwork skills. The concept of the larger learning community suggests that all of us—students, teachers, administrators, parents, and other citizens—are interconnected in a lifelong quest to understand and meet our constantly changing information needs. The new learning community is not limited by time, place, age, occupation, or individual fields of study.

Rather, this community is linked by mutual respect for the opinions and work of others; by interests and needs; by open and equitable access to information; and by a continually expanding and improving global telecommunications network.

PERFORMANCE STANDARDS**By the end of grade 4 students will:****D.4.1 *Participate productively in workgroups or other collaborative learning environments***

- share information and ideas with others
- respect the ideas of others
- articulate workgroup goals and individual responsibilities within the group
- participate in the development of individual and workgroup tasks and priorities
- recognize that individual achievement is linked to the successful completion of workgroup projects
- complete workgroup projects to meet an established timeline
- review workgroup projects and suggest improvements

D.4.2 *Use information, media, and technology in a responsible manner*

- return all borrowed materials on time
- identify the school's rules on student use of the Internet and other resources
- demonstrate use of the Internet and other on-line sources consistent with the school's acceptable use policy
- employ proper etiquette in all forms of communication
- recognize that altering or destroying another person's program or file constitutes unacceptable behavior
- differentiate between copying and summarizing
- recognize that using media and technology to defame another person or group constitutes unacceptable behavior
- recognize the need for privacy of personal information

D.4.3 *Respect intellectual property rights*

- explain the concept of intellectual property rights
- describe how copyright protects the right of an author or producer to control the distribution, performance, display, or copying of original works
- recognize that the copying of commercial or licensed media is a violation of the copyright law
- identify violations of the copyright law as a crime for which there are serious consequences
- explain why the use of all or parts of another person's work requires prior permission or citation
- recognize that a quoted work must be stated in the author's exact words
- list sources quoted verbatim and visuals used in a presentation
- recognize that reports or articles they write must be put in their own words

D.4.4 *Recognize the importance of intellectual freedom and access to information in a democratic society*

- define the concept of intellectual freedom

- identify examples of censorship
- recognize the importance of free and open access to information for all citizens
- acknowledge the right of classmates to express opinions different from their own
- describe situations or conditions where information is repressed or restricted

By the end of grade 8 students will:

D.8.1 *Participate productively in workgroups or other collaborative learning environments*

- collaborate with others to identify information needs and seek solutions
- demonstrate acceptance to new ideas and strategies from workgroup members
- determine workgroup goals and equitable distribution of individual or subgroup responsibilities and tasks
- plan for the efficient use and allocation of time
- complete workgroup projects on time
- evaluate completed projects to determine how the workgroup could have functioned more efficiently and productively

D.8.2 *Use information, media, and technology in a responsible manner*

- return all borrowed materials on time
- describe and explain the school policy on technology and network use, media borrowing, and Internet access
- demonstrate responsible use of the Internet and other electronic resources consistent with the school's acceptable use policy
- recognize that using media and technology to defame or libel another person or group constitutes unacceptable behavior
- identify and define the consequences of violations to the school's policies on media and technology use
- recognize the need for privacy and protection of personal information

D.8.3 *Respect intellectual property rights*

- define the purpose of copyright and copyright law
- identify what kinds of works of authorship can be copyrighted
- explain the concept of "fair use" as it pertains to the copyright law
- recognize that the "fair use" provisions may differ depending on the media format
- relate examples of copyright violations
- cite the source for words which are quoted verbatim and for pictures, graphics, and audio or video segments which are used in a product or presentation
- explain and differentiate the purposes of a patent, trademark, and logo

D.8.4 *Recognize the importance of intellectual freedom and access to information in a democratic society*

- explain the concept of intellectual freedom
- identify examples and explain the implications of censorship in the United States and in other countries
- explain the importance of the principle of equitable access to information
- compare and contrast freedom of the press in different situations and geographic areas
- recognize that the free-flow of information contributes to an informed citizenry resulting in sound decisions for the common good