



## Maryland Technology Literacy Standards for Students

### Standard 1.0 – Technology Systems: Develop foundations in the understanding and uses of technology systems

Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Systems</b></p> <p><b>1. Understand the uses of technology systems</b></p> <p>a) Recognize and identify the function of the major hardware components in a computer system</p> <p>b) Use the mouse (or track pad) to perform computer functions (such as accessing an application, indicating a choice, or activating a hyperlink)</p> <p>c) Recognize symbols and icons used to identify common functions (such as the arrow, hyperlinks, printer, save)</p> <p>d) Use the keyboard to type letters and numbers and know how to use special key functions</p>	<p><b>A. Systems</b></p> <p><b>1. Understand the uses of technology systems</b></p> <p>a) Recognize and identify the function of the major hardware components in a computer system</p> <p>b) Use the mouse (or track pad) to perform computer functions (such as accessing an application, indicating a choice, or activating a hyperlink)</p> <p>c) Recognize symbols and icons used to identify common functions (such as the arrow, hyperlinks, printer, save)</p> <p>d) Use the keyboard to type letters and numbers and know how to use special key functions</p>	<p><b>A. Systems</b></p> <p><b>1. Understand the uses of technology systems</b></p> <p>a) Recognize and identify the function of the major hardware components in a computer system</p> <p>b) Identify and use functions represented by symbols and icons commonly found in applications</p> <p>c) Use the keyboard to type letters and numbers and know how to use special key functions</p>	<p><b>A. Systems</b></p> <p><b>1. Understand the uses of technology systems</b></p> <p>a) Recognize and identify the function of the major hardware components in a computer system</p> <p>b) Understand that there are correct sitting, hand, arm, and fingering positions when keyboarding</p> <p>c) Identify and use functions represented by symbols and icons commonly found in applications</p>	<p><b>A. Systems</b></p> <p><b>1. Understand the uses of technology systems</b></p> <p>a) Recognize and identify the function of the major hardware components in a computer system</p> <p>b) Identify characteristics that describe input devices and output devices and name some devices that can provide input and output.</p> <p>c) Understand that there are correct sitting, hand, arm, and fingering positions when keyboarding</p> <p>d) Identify and use functions represented by symbols and icons commonly found in applications</p>
<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;"> <p>Fundamental software operations should be mastered by the end of second grade. All software programs will have features that are unique to the program, but the basics for operation should be the same.</p> </div>				
<div style="border: 1px solid black; padding: 5px; background-color: #e0e0e0;"> <p>Specific computer skills can be found in the companion document – Computer Literacy Skills.</p> </div>				



## Maryland Technology Literacy Standards for Students

### Standard 1.0 – Technology Systems: Develop foundations in the understanding and uses of technology systems

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>B. Systems</b></p> <p><b>1. Demonstrate knowledge of technology concepts and systems</b></p> <p>a) Understand that there are correct sitting, hand, arm, and fingering positions when keyboarding</p> <p>b) Identify types of files by their icons and extensions</p> <p>c) Identify strategies for managing everyday hardware and software problems</p>	<p><b>A. Systems</b></p> <p><b>1. Demonstrate knowledge of technology systems</b></p> <p>a. Understand that there are correct sitting, hand, arm, and fingering positions when keyboarding</p> <p>b. Identify types of files by their icons and extensions</p> <p><b>c.</b> Identify strategies for managing everyday hardware and software problems</p>	<p><b>A. Systems</b></p> <p><b>1. Demonstrate knowledge of technology systems</b></p> <p>a) Use keyboard and mouse effectively and efficiently</p> <p>b) Identify types of files by their icons and extensions</p> <p>c) Identify strategies for managing everyday hardware and software problems</p>	<p><b>A. Systems</b></p> <p><b>1. Demonstrate knowledge of technology systems</b></p> <p>a) Explain how network resources are accessed, controlled, connected, and used effectively and efficiently (e.g., FTP/Web publishing, wireless networks, USB, firewire, etc.)</p> <p>b) Use keyboard and mouse effectively and efficiently</p> <p>c) Apply utility programs to convert formats, as necessary, for effective use in Web, video, audio, graphic, presentation, word-processing, database, publication, and spreadsheet applications</p> <p>d) Describe strategies for identifying, solving, and preventing routine hardware and software problems that occur during everyday technology use</p>	<p><b>A. Systems</b></p> <p><b>1. Demonstrate knowledge of technology systems</b></p> <p>a) Explain how network resources are accessed, controlled, connected, and used effectively and efficiently (e.g., FTP/Web publishing, wireless networks, USB, firewire, etc.)</p> <p>b) Use keyboard and mouse effectively and efficiently</p> <p>c) Apply utility programs to convert formats, as necessary, for effective use in Web, video, audio, graphic, presentation, word-processing, database, publication, and spreadsheet applications</p> <p>d) Describe strategies for identifying, solving, and preventing routine hardware and software problems that occur during everyday technology use</p>
<p>Fundamental software operations should be mastered by the end of second grade. All software programs will have features that are unique to the program, however the basics for operation should be the same.</p>				
<p>Specific computer skills can be found in the companion document – Computer Literacy Skills.</p>				



## Maryland Technology Literacy Standards for Students

**Standard 2.0 – Digital Citizenship:** Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety

Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Technology and Society</b></p> <p><b>1. Explain how technology affects the students in their daily life</b></p> <p>a) Identify examples of technology used in their daily lives (such as telephone, microwave, television, cameras, and computer)</p> <p>b) Identify examples of how technology affects the environment (including home and school environments)</p> <p>c) Participate in class or small group lessons on how technology tools are used to meet personal needs</p>	<p><b>A. Technology and Society</b></p> <p><b>1. Explain how technology affects people</b></p> <p>a) Identify and explain that technology is used in their daily lives to do things better or more easily (such as telephone, microwave, television, cameras, and computers)</p> <p>b) Identify examples of how technology affects the environment (including home and school environments)</p> <p>c) Participate in class or small group lessons on how technology tools are used to meet personal needs</p>	<p><b>A. Technology and Society</b></p> <p><b>1. Explain how technology affects individuals and institutions (home and school)</b></p> <p>a) Recognize that technologies (such as computers, calculators, television, cameras, PDAs, CD-ROM, and DVD) have influenced daily life, past and present</p> <p>b) Identify examples of how technology has affected the environment, past and present</p> <p>c) Identify how technology tools have been and are used to meet people's needs</p>	<p><b>A. Technology and Society</b></p> <p><b>1. Explain how technology affects individuals and institutions (home, school, and community)</b></p> <p>a) Recognize that technologies (such as computers, calculators, television, cameras, PDAs, CD-ROM, and DVD) have influenced daily life, past and present</p> <p>b) Identify examples of how technology has affected the environment, past and present</p> <p>c) Identify how technology tools have been and are used to meet people's needs</p>	<p><b>A. Technology and Society</b></p> <p><b>1. Explain how technology affects people and society</b></p> <p>a) Explain how technology (such as computers, calculators, television, cameras, PDAs, CD-ROM, and DVD) influences societies</p> <p>b) Identify examples of how technology has affected the environment, past and present</p> <p>c) Explain how technology tools have or can be used to meet the needs of societies</p>



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Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>B. Legal and Ethical Issues</b></p> <p><b>1. Practice responsible and appropriate use of technology systems, software, and information</b></p> <p>a) Understand and follow the acceptable use policy</p> <p>b) Work cooperatively and collaboratively with others when using technology in the classroom</p> <p>c) Recognize responsible use of technology systems and software</p> <p>d) Demonstrate proper care of equipment (such as following lab rules, handling equipment with care)</p> <p><b>2. Demonstrate an understanding of current legal standards</b></p> <p>a) Recognize social and ethical behaviors when using technology</p>	<p><b>B. Legal and Ethical Issues</b></p> <p><b>1. Practice responsible and appropriate use of technology systems, software, and information</b></p> <p>a) Understand and follow the acceptable use policy</p> <p>b) Work cooperatively and collaboratively with others when using technology in the classroom</p> <p>c) Recognize responsible use of technology systems and software (such as following lab rules, handling equipment with care)</p> <p>d) Demonstrate proper care of equipment (such as following lab rules, handling equipment with care)</p> <p>e) Use safe and correct security procedures (such as protecting password and user ID)</p> <p><b>2. Demonstrate an understanding of current legal standards</b></p> <p>a) Recognize social and ethical behaviors when using technology</p>	<p><b>B. Legal and Ethical Issues</b></p> <p><b>1. Practice responsible and appropriate use of technology systems, software, and information</b></p> <p>a) Understand and follow the acceptable use policy</p> <p>b) Work cooperatively and collaboratively with others when using technology in the classroom</p> <p>c) Recognize responsible use of technology systems and software</p> <p>d) Demonstrate proper care of equipment (such as following lab rules, handling equipment with care)</p> <p>e) Recognize the potential harm of intrusive applications (such as viruses, pop-up windows, etc.)</p> <p>f) Use safe and correct security procedures (such as protecting password and user ID)</p> <p><b>2. Demonstrate an understanding of current legal standards</b></p> <p>a) Explore and discuss social and ethical behaviors when using technology (such as appropriate copying and pasting, giving credit for ideas, and identifying sources)</p>	<p><b>B. Legal and Ethical Issues</b></p> <p><b>1. Practice responsible and appropriate use of technology systems, software, and information</b></p> <p>a) Understand and follow the acceptable use policy</p> <p>b) Work cooperatively and collaboratively with others when using technology in the classroom</p> <p>c) Practice responsible use of technology systems and software</p> <p>d) Demonstrate proper care of equipment (such as following lab rules, handling equipment with care)</p> <p>e) Recognize the potential harm of intrusive applications (such as viruses, pop-up windows, etc.)</p> <p>f) Use safe and correct security procedures (such as protecting password and user ID)</p> <p><b>2. Demonstrate an understanding of current legal standards</b></p> <p>a) Demonstrate social and ethical behaviors when using technology (such as appropriate copying and pasting, legal downloading, intellectual property recognition, and obeying copyright laws)</p>	<p><b>B. Legal and Ethical Issues</b></p> <p><b>1. Practice responsible and appropriate use of technology systems, software, and information</b></p> <p>a) Explain the purpose of and follow the acceptable use policy</p> <p>b) Work cooperatively and collaboratively with others when using technology in the classroom</p> <p>c) Practice responsible use of technology systems and software</p> <p>d) Demonstrate proper care of equipment (such as following lab rules, handling equipment with care)</p> <p>e) Recognize the potential harm of intrusive applications (such as worms, viruses, spyware, pop-up windows, etc.)</p> <p>f) Use safe and correct security procedures (such as protecting password and user ID)</p> <p><b>2. Demonstrate an understanding of current legal standards</b></p> <p>a) Demonstrate social and ethical behaviors when using technology (such as appropriate copying and pasting, legal downloading, intellectual property recognition, and obeying copyright laws)</p>



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Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>3. Understand current online safety guidelines</b></p> <p>a) Discuss safety issues related to use of the Internet</p>	<p><b>3. Understand current online safety guidelines</b></p> <p>a) Discuss safety issues related to use of the Internet</p>	<p>b) Discuss the importance of having access to current, accurate information</p> <p><b>3. Understand current online safety guidelines</b></p> <p>a) Discuss safety issues related to use of the Internet</p> <p>b) Recognize safe practices when working online</p> <p>c) Recognize and understand the purpose of technology protection measures including filtering systems</p>	<p>b) Discuss the importance of having access to current, accurate information</p> <p>c) Discuss the importance of respecting the rights of others regarding their work</p> <p>d) Practice strategies for avoiding plagiarism</p> <p>e) Cite sources of text and digital information used (such as URL, author, title, date, and publisher when available)</p> <p><b>3. Understand current online safety guidelines</b></p> <p>a) Discuss safety and privacy issues related to use of the Internet</p> <p>b) Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords)</p> <p>c) Describe procedures for exiting an inappropriate site (such as clicking the home, turning off monitor, notifying an adult)</p> <p>d) Recognize and understand the purpose of technology protection measures including filtering systems</p>	<p>b) Discuss the importance of having access to current, accurate information</p> <p>c) Comply with copyright laws and fair use provisions</p> <p>d) Practice strategies for avoiding plagiarism</p> <p>e) Cite sources of text and digital information used properly</p> <p><b>3. Understand current online safety guidelines</b></p> <p>a) Understand that the Internet is a global community with guidelines</p> <p>b) Explain safety and privacy issues related to use of the Internet</p> <p>c) Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords)</p> <p>d) Describe procedures for exiting an inappropriate site (such as clicking the home, turning off monitor, notifying an adult)</p> <p>e) Understand the purpose of technology protection measures including filtering systems</p>



## Maryland Technology Literacy Standards for Students

**Standard 2.0 – Digital Citizenship:** Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>A. Technology and Society</b></p> <p><b>1. Explain how technology affects people and society</b></p> <ul style="list-style-type: none"> <li>a) Explain how technology (such as computers, cameras, calculators, television, CD-ROM, and DVD) influences societies</li> <li>b) Identify examples of how technology has affected the environment, past and present</li> <li>c) Explain how technology tools have or can be used to meet the needs of societies</li> <li>d) Recommend ways technology can be used to meet the needs of societies</li> </ul>	<p><b>A. Technology and Society</b></p> <p><b>1. Explain how technology affects the individual and society</b></p> <ul style="list-style-type: none"> <li>a) Explain technology's influence on the individual and society</li> <li>b) Identify examples of technology's impact on the environment</li> <li>c) Explain how technology tools have been used to meet the needs of societies</li> <li>d) Recommend ways technology can be used to meet the needs of societies</li> </ul>	<p><b>A. Technology and Society</b></p> <p><b>1. Explain how technology affects the individual and society</b></p> <ul style="list-style-type: none"> <li>a) Explain technology's influence on the individual and society</li> <li>b) Identify examples of technology's impact on the environment</li> <li>c) Recommend ways technology can be used to meet the needs of societies</li> </ul>	<p><b>A. Technology and Society</b></p> <p><b>1. Evaluate how technology affects the individual and society</b></p> <ul style="list-style-type: none"> <li>a) Evaluate technology's influence on the individual and society</li> <li>b) Evaluate technology's impact on the environment</li> <li>c) Evaluate the use of technology to solve a societal issue</li> <li>d) Propose a technological solution to a societal issue</li> </ul>	<p><b>A. Technology and Society</b></p> <p><b>1. Evaluate how technology affects the individual and society</b></p> <ul style="list-style-type: none"> <li>a) Evaluate technology's influence on the individual and society</li> <li>b) Evaluate technology's impact on the environment</li> <li>c) Evaluate the use of technology to solve a societal issue</li> <li>d) Propose a technological solution to a societal issue</li> </ul>



## Maryland Technology Literacy Standards for Students

**Standard 2.0 – Digital Citizenship:** Demonstrate an understanding of the history of technology and its impact on society, and practice ethical, legal, and responsible use of technology to assure safety.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>B. Legal and Ethical Issues</b></p> <p><b>1. Practice responsible and appropriate use of technology systems, software, and information</b></p> <p>a) Explain the purpose of and follow the acceptable use policy</p> <p>b) Work cooperatively and collaboratively with others when using technology</p> <p>c) Practice responsible use of technology systems</p> <p>d) Demonstrate proper care of equipment (such as following lab rules, handling equipment with care, appropriate printing of resources)</p> <p>e) Recognize the potential harm of intrusive applications (such as worms, viruses, spyware, pop-up windows, etc.)</p> <p>f) Use safe and correct security procedures (such as protecting password and user ID)</p> <p><b>2. Demonstrate an understanding of current legal standards</b></p> <p>a) Demonstrate social and ethical behaviors when using technology (such as appropriate copying and pasting, legal downloading, intellectual property recognition, and obeying copyright laws)</p>	<p><b>B. Legal and Ethical Issues</b></p> <p><b>1. Practice responsible and appropriate use of technology systems, software, and information</b></p> <p>a) Explain the purpose of and follow the acceptable use policy</p> <p>b) Work cooperatively and collaboratively with others when using technology</p> <p>c) Practice responsible use of technology systems</p> <p>d) Demonstrate proper care of equipment (such as following lab rules, handling equipment with care, appropriate printing of resources)</p> <p>e) Recognize the potential harm of intrusive applications (such as worms, viruses, spyware, pop-up windows, etc.)</p> <p>f) Use safe and correct security procedures (such as protecting password and user ID)</p> <p><b>2. Demonstrate an understanding of current legal standards</b></p> <p>a) Comply with copyright laws and fair use provisions when using digital content</p> <p>b) Use electronic resources appropriately (such as paraphrasing)</p>	<p><b>B. Legal and Ethical Issues</b></p> <p><b>1. Practice responsible and appropriate use of technology systems, software, and information</b></p> <p>a) Explain the purpose of and follow the acceptable use policy</p> <p>b) Work cooperatively and collaboratively with others when using technology</p> <p>c) Practice responsible use of technology systems</p> <p>d) Demonstrate proper care of equipment (such as following lab rules, handling equipment with care, appropriate printing of resources)</p> <p>e) Explain the potential harm of intrusive applications (such as worms, viruses, spyware, pop-up windows, etc.) and safeguards for limiting exposure to these</p> <p>f) Use safe and correct security procedures (such as protecting password and user ID)</p> <p><b>2. Demonstrate an understanding of current legal standards</b></p> <p>a) Comply with copyright laws and fair use provisions when using digital content</p> <p>b) Use electronic resources appropriately (such as paraphrasing)</p>	<p><b>B. Legal and Ethical Issues</b></p> <p><b>1. Practice responsible and appropriate use of technology systems, software, and information</b></p> <p>a) Explain the purpose of and follow the acceptable use policy</p> <p>b) Work cooperatively and collaboratively with others when using technology</p> <p>c) Practice responsible use of technology systems</p> <p>d) Demonstrate proper care of equipment (such as following lab rules, handling equipment with care, appropriate printing of resources)</p> <p>e) Explain the potential harm of intrusive applications (such as worms, viruses, spyware, pop-up windows, etc.) and safeguards for limiting exposure to these</p> <p>f) Use safe and correct security procedures (such as protecting password and user ID)</p> <p><b>2. Demonstrate an understanding of current legal standards</b></p> <p>a) Comply with copyright laws and fair use provisions when using digital content</p> <p>b) Use electronic resources appropriately (such as paraphrasing)</p>	<p><b>B. Legal and Ethical Issues</b></p> <p><b>1. Practice responsible and appropriate use of technology systems, software, and information</b></p> <p>a) Explain the purpose of and follow the acceptable use policy</p> <p>b) Work cooperatively and collaboratively with others when using technology</p> <p>c) Practice responsible use of technology systems</p> <p>d) Demonstrate proper care of equipment (such as following lab rules, handling equipment with care, appropriate printing of resources)</p> <p>e) Explain the potential harm of intrusive applications (such as worms, viruses, spyware, pop-up windows, etc.) and safeguards for limiting exposure to these</p> <p>f) Use safe and correct security procedures (such as protecting password and user ID)</p> <p><b>2. Demonstrate an understanding of current legal standards</b></p> <p>a) Comply with copyright laws and fair use provisions when using digital content</p> <p>b) Use electronic resources appropriately (such as paraphrasing)</p>



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Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
b) Discuss the importance of having access to current, accurate information c) Comply with copyright laws and fair use provisions d) Practice strategies for avoiding plagiarism when using digital content e) Cite electronic sources of text and digital information properly <b>3. Understand current Internet safety guidelines</b>	c) Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago) <b>3. Understand current Internet safety guidelines</b>	c) Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago) <b>3. Understand current Internet safety guidelines</b>	c) Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago) <b>3. Understand current Internet safety guidelines</b>	c) Cite electronic sources of text and digital information properly (such as MLA, APA, Chicago) <b>3. Understand current safety standards</b>
a) Understand that the Internet offers access to multiple digital communities with differing guidelines b) Explain safety and privacy issues related to use of the Internet c) Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords) d) Describe procedures for exiting an inappropriate site (such as clicking the home, turning off monitor, notifying an adult) e) Understand the purpose of technology protection measures including filtering systems	a) Understand that the Internet offers access to multiple digital communities with differing guidelines b) Explain safety and privacy issues related to use of the Internet c) Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords) d) Describe procedures for exiting an inappropriate site (such as clicking the home, turning off monitor, notifying an adult) e) Understand the purpose of technology protection measures including filtering systems	a) Understand that the Internet offers access to multiple digital communities with differing guidelines b) Explain safety and privacy issues related to use of the Internet c) Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords) d) Describe procedures for exiting an inappropriate site (such as clicking the home, turning off monitor, notifying an adult) e) Practice privacy guidelines f) Explain the importance of firewalls and filtering systems	a) Understand that the Internet offers access to multiple digital communities with differing guidelines b) Explain safety and privacy issues related to use of the Internet c) Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords) d) Describe procedures for exiting an inappropriate site (such as clicking the home, turning off monitor, notifying an adult) e) Practice privacy guidelines f) Explain the importance of firewalls and filtering systems	a) Understand that the Internet offers access to multiple digital communities with differing guidelines b) Explain safety and privacy issues related to use of the Internet c) Use safe and correct security procedures when working online (such as not disclosing personal information and protecting passwords) d) Describe procedures for exiting an inappropriate site (such as clicking the home, turning off monitor, notifying an adult) e) Practice privacy guidelines f) Explain the importance of firewalls and filtering systems





## Maryland Technology Literacy Standards for Students

### Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Learning</b></p> <p><b>1. Explore and use technology tools in an instructional setting for learning</b></p> <p>a) Explore and use teacher-selected technology tools, including software and hardware, to learn new content or reinforce skills</p> <p>b) Explore teacher-selected, technology tools that enhance learning</p> <p>c) Reflect and discuss, as part of a larger group, on the appropriateness of the selected technology for the given task *</p>	<p><b>A. Learning</b></p> <p><b>1. Explore and use technology tools in an instructional setting for learning</b></p> <p>a) Explore and use teacher-selected technology tools, including software and hardware, to learn new content or reinforce skills</p> <p>b) Use teacher-selected, technology tools that enhance learning</p> <p>c) Reflect and discuss, as part of a larger group, on the appropriateness of the selected technology for the given task *</p>	<p><b>A. Learning</b></p> <p><b>1. Use and understand how technology enhances learning</b></p> <p>a) Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills</p> <p>b) Describe ways selected technology tools are being used to support learning</p> <p>c) Reflect and discuss, as part of a larger group, on the appropriateness of the selected technology for the given task *</p>	<p><b>A. Learning</b></p> <p><b>1. Use and understand how technology enhances learning</b></p> <p>a) Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills</p> <p>b) Describe ways selected technology tools are being used to support learning</p> <p>c) Reflect, as an individual or as part of a larger group, on appropriateness of selected technology for the given task *</p> <p>d) Reflect and discuss how technology tools are used to collect information *</p> <p>e) Assess the use of the selected technology for individual learning for the specific task *</p>	<p><b>A. Learning</b></p> <p><b>1. Use and explain how the technology enhances learning</b></p> <p>a) Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills</p> <p>b) Explain how selected technology tools are being used to support learning</p> <p>c) Reflect as an individual on appropriateness of selected technology for the given task *</p> <p>d) Describe how technology tools are used to collect information *</p> <p>e) Assess the use of the selected technology for individual learning for the specific task *</p>

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\* Indicates the objective could be part of the problem solving and decision making process indicated in Standard 6 of the MTLSS



## Maryland Technology Literacy Standards for Students

### Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>B. Collaboration</b></p> <p><b>1. Explore and use technology in an instructional setting to encourage collaboration</b></p> <p>a) Participate in a class or small group lessons using technology for shared writing or language experience stories</p> <p>b) Participate in a class lesson using technology tools exploring, collecting, and displaying data *</p> <p>c) Reflect and discuss the advantages of collaboration supported by technology tools</p>	<p><b>B. Collaboration</b></p> <p><b>1. Explore and use technology in an instructional setting to encourage collaboration</b></p> <p>a) Participate in a class or small group lessons using technology for shared writing or language experience stories</p> <p>b) Participate in a class lesson using technology tools exploring, collecting, and displaying data *</p> <p>c) Reflect and discuss the advantages of collaboration supported by technology tools</p>	<p><b>B. Collaboration</b></p> <p><b>1. Use and understand how technology encourages collaboration</b></p> <p>a) Participate in class lessons using technology for brainstorming and shared writing</p> <p>b) Participate in a class lesson using technology tools to collect, display, and interpret data *</p> <p>c) Reflect and discuss the advantages of collaboration supported by technology tools</p>	<p><b>B. Collaboration</b></p> <p><b>1. Use and understand how technology encourages collaboration</b></p> <p>a) Explain how selected technology tools are being used to enhance collaboration</p> <p>b) Participate in a class lesson using technology tools to collect, display, and interpret data *</p> <p>c) Articulate the advantages of collaboration supported by technology tools</p>	<p><b>B. Collaboration</b></p> <p><b>1. Use and explain how technology tools encourage collaboration</b></p> <p>a) Use technology tools to work collaboratively within the classroom</p> <p>b) Use technology tools to exchange ideas with individuals or groups outside of the classroom</p> <p>c) Participate as part of a class in online collaborative projects or information exchanges</p> <p>d) Articulate the advantages of collaboration supported by technology tools</p>

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## Maryland Technology Literacy Standards for Students

### Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>C. Increase Productivity</b></p> <p><b>1. Explore and use technology to increase productivity</b></p> <p>a) Use appropriate technology tools to support learning goals</p> <p>b) Identify that a variety of forms of digital content (CDs, DVDs, websites, videos) can be used to learn information about a subject.</p>	<p><b>C. Increase Productivity</b></p> <p><b>1. Explore and use technology to increase productivity</b></p> <p>a) Use appropriate technology tools to support learning goals</p> <p>b) Identify that a variety of forms of digital content (CDs, DVDs, websites, videos) can be used to learn information about a subject.</p>	<p><b>C. Increase Productivity</b></p> <p><b>1. Use and understand how technology increases productivity</b></p> <p>a) Describe ways the selected technology tools are being used to support learning goals</p> <p>b) Use templates provided by the teacher to complete learning assignments</p> <p>c) Edit work created using concept mapping, word processing, or presentation software</p> <p>d) Collect, analyze, and display data and information using electronic tools (such as calculators, spreadsheets and graphing programs) *</p> <p>e) Identify electronic sources of information on a topic *</p> <p>f) Use teacher-identified resources to collect information using print and non-print resources as a class or in a small group *</p>	<p><b>C. Increase Productivity</b></p> <p><b>1. Use and understand how technology increases productivity</b></p> <p>a) Describe ways the selected technology tools are being used to support learning goals and accomplish tasks</p> <p>b) Use templates, provided by the teacher, or create new documents to complete learning assignments</p> <p>c) Collect data using technology such as online surveys and digital technology *</p> <p>d) Analyze, and display data and information using tools, such as calculators, spreadsheets, and graphing programs *</p> <p>e) Use various electronic information retrieval sources to obtain information on a topic *</p>	<p><b>C. Increase Productivity</b></p> <p><b>1. Use and explain how technology tools increase productivity</b></p> <p>a) Explain how the selected technology tools are being used to accomplish tasks efficiently</p> <p>b) Use templates or create new documents to complete learning assignments</p> <p>c) Collect, analyze, and display data and information using tools, such as calculators, spreadsheets, and graphing programs *</p> <p>d) Use suitable electronic resources to edit final copies of texts for correctness in language usage and conventions, such as capitalization, punctuation, and spelling</p> <p>e) Use various electronic information retrieval sources to obtain information on a topic *</p>

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## Maryland Technology Literacy Standards for Students

### Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>A. Learning</b></p> <p><b>1. Use and explain how technology tools enhance learning</b></p> <p>a) Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills.</p> <p>b) Explain how selected technology tools are being used to support learning</p> <p>c) Reflect as an individual on appropriateness of selected technology for the given task</p> <p>d) Describe how technology tools are used to collect information</p> <p>e) Assess the use of the selected technology for individual learning of the specific task</p>	<p><b>A. Learning</b></p> <p><b>1. Select and use technology tools to enhance learning</b></p> <p>a) Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills</p> <p>b) Explain why specific technology tools were selected to support learning</p> <p>c) Assess the use of the selected technology for individual learning of the specific task</p>	<p><b>A. Learning</b></p> <p><b>1. Select and use technology tools to enhance learning</b></p> <p>a) Use technology tools, including software and hardware, from a range of teacher-selected options to learn new content or reinforce skills</p> <p>b) Explain why specific technology tools were selected to support learning</p> <p>c) Assess the use of the selected technology for individual learning of the specific task</p>	<p><b>A. Learning</b></p> <p><b>1. Select and use technology tools to enhance learning</b></p> <p>a) Use technology tools, including software and hardware, to learn new content or reinforce skills</p> <p>b) Defend the selection of a specific technology tool to complete a learning task</p>	<p><b>A. Learning</b></p> <p><b>1. Select and use technology tools to enhance learning</b></p> <p>a) Use technology tools, including software and hardware, to learn new content or reinforce skills</p> <p>b) Defend the selection of a specific technology tool to complete a learning task</p>

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## Maryland Technology Literacy Standards for Students

### Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>B.Encourage Collaboration</b>  <b>1. Use and explain how selected technology tools encourage collaboration</b>  a) Use technology tools to work collaboratively within the classroom  b) Use technology tools to exchange ideas with individuals or groups outside of the classroom  c) Articulate the advantages of collaboration supported by technology tools	<b>B.Encourage Collaboration</b>  <b>1. Select and use technology tools to encourage collaboration</b>  a) Use technology tools to work collaboratively within the school community  b) Use technology tools to exchange ideas with individuals or groups outside of the school community  c) Articulate the advantages of collaboration supported by technology tools	<b>B. Encourage Collaboration</b>  <b>1. Select and use technology tools to encourage collaboration</b>  a) Use technology tools to work collaboratively within the school community  b) Use technology tools to exchange ideas with individuals or groups outside of the school community  c) Articulate the advantages of collaboration supported by technology tools	<b>B.Encourage Collaboration</b>  <b>1. Select and use technology tools to encourage collaboration</b>  a) Use technology tools to work collaboratively within the school community  b) Use technology tools to exchange ideas with individuals or groups outside of the school community  c) Articulate the advantages of collaboration supported by technology tools	<b>B. Encourage Collaboration</b>  <b>1. Select and use technology tools to encourage collaboration</b>  a) Use technology tools to work collaboratively within the school community  b) Use technology tools to exchange ideas with individuals or groups outside of the school community  c) Articulate the advantages of collaboration supported by technology tools

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## Maryland Technology Literacy Standards for Students

### Standard 3.0 – Technology for Learning and Collaboration: Use a variety of technologies for learning and collaboration

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>C. Increase Productivity</b></p> <p><b>1. Use and explain how technology tools increase productivity</b></p> <p>a) Explain how the selected technology tools are being used to accomplish tasks efficiently *</p> <p>b) Create new documents to complete learning assignments</p> <p>c) Collect, analyze, and display data and information using tools, such as calculators, spreadsheets, graphing programs, and databases *</p> <p>d) Input and analyze information in a predefined spreadsheet or database *</p> <p>e) Use suitable electronic resources to edit final copies of texts for correctness in language usage and conventions, such as capitalization, punctuation, and spelling</p> <p>f) Use various electronic information retrieval sources to obtain information on a topic *</p>	<p><b>C. Increase Productivity</b></p> <p><b>1. Select and use technology tools to increase productivity</b></p> <p>a) Explain why the selected technology tools are being used to accomplish tasks efficiently *</p> <p>b) Create new documents to complete learning assignments and demonstrate new understanding</p> <p>c) Input and analyze information in a spreadsheet or database *</p> <p>d) Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation</p> <p>e) Use word processing technology when appropriate</p> <p>f) Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers *</p>	<p><b>C. Increase Productivity</b></p> <p><b>1. Select and use technology tools to increase productivity</b></p> <p>a) Explain why the selected technology tools are being used to accomplish tasks efficiently *</p> <p>b) Create new documents to complete learning assignments and demonstrate new understanding</p> <p>c) Input and analyze information in a spreadsheet or database *</p> <p>d) Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation</p> <p>e) Use word processing technology when appropriate</p> <p>f) Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers *</p>	<p><b>C. Increase Productivity</b></p> <p><b>1. Select and use technology tools to increase productivity</b></p> <p>a) Defend the selected technology tools to complete tasks efficiently *</p> <p>b) Create new documents to complete learning assignments and demonstrate new understanding</p> <p>c) Input and analyze information in a spreadsheet or database *</p> <p>d) Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation</p> <p>e) Use word processing technology when appropriate</p> <p>f) Collect, manipulate, analyze, and display data and information using tools, such as calculators and computers *</p>	<p><b>C. Increase Productivity</b></p> <p><b>1. Select and use technology tools to increase productivity</b></p> <p>a) Defend the selected technology tools to complete tasks efficiently *</p> <p>b) Create new documents to complete learning assignments and demonstrate new understanding</p> <p>c) Input and analyze information in a spreadsheet or database *</p> <p>d) Use suitable electronic resources to refine presentations and edit texts for effective and appropriate use of language conventions, such as capitalization, punctuation, spelling, and pronunciation</p> <p>e) Use word processing technology when appropriate</p> <p>f) Collect, manipulate, analyze, and display data and information using tools such as calculators and computers *</p>

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## Maryland Technology Literacy Standards for Students

**Standard 4.0 – Technology for Communication and Expression:** Use technology to communicate information and express ideas using various media formats

Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Communication</b></p> <p><b>1. Explore how technology is used for communication</b></p> <p>a) Recognize that technology helps with communication at home</p> <p>b) Recognize that technology helps with communication at school</p> <p><b>2. Explore the various media formats used in daily life</b></p> <p>a) Recognize that various media formats are used to communicate ideas (such as CD, DVD, VHS, digital, and analog)</p>	<p><b>A. Communication</b></p> <p><b>1. Explore how technology is used for communication</b></p> <p>a) Recognize that technology helps with communication at home</p> <p>b) Recognize that technology helps with communication at school</p> <p><b>2. Explore the various media formats used in daily life</b></p> <p>a) Recognize that various media formats are used to communicate ideas (such as CD, DVD, VHS, digital, and analog)</p>	<p><b>A. Communication</b></p> <p><b>1. Use and explain how technology is used for communication</b></p> <p>a) Identify technology tools that help gather information, share ideas, and respond to questions *</p> <p>b) Use technology tools identified by the teacher to communicate with various audiences</p> <p>c) Present information, with assistance, to various audiences including school and community</p> <p><b>2. Use and explain the variety of media formats</b></p> <p>a) Identify various media formats to communicate and share ideas (such as CD, DVD, VHS, digital, and analog)</p> <p>b) Use various media formats, with assistance, to communicate and share ideas</p>	<p><b>A. Communication</b></p> <p><b>1. Use and explain how technology is used for communication</b></p> <p>a) Identify technology tools that help gather information, share ideas, and respond to questions*</p> <p>b) Use technology tools identified by the teacher to communicate with various audiences</p> <p>c) Present information, with assistance, to various audiences including school and community</p> <p><b>2. Use and explain the variety of media formats</b></p> <p>a) Communicate with various audiences, independently or with assistance, using different media formats</p> <p>b) Explain the purpose for a chosen media format</p>	<p><b>A. Communication</b></p> <p><b>1. Use technology for communication</b></p> <p>a) Explain how communication tools help gather information, share ideas, and respond to questions when communicating with various audiences, including school, community, parents, and experts *</p> <p>b) Use technology tools identified by the teacher to communicate with various audiences</p> <p>c) Present information, independently or with assistance, to various audiences including school and community</p> <p><b>2. Use and explain the purposes of different media formats</b></p> <p>a) Communicate independently, with various audiences, using different media formats</p> <p>b) Explain the purpose for a chosen media format</p>

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## Maryland Technology Literacy Standards for Students

### Standard 4.0 – Technology for Communication and Expression: Use technology to communicate information and express ideas using various media formats

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<b>B.Expression</b>  <b>1. Explore and use technology in an instructional setting to express ideas</b>  a) Use multimedia tools to express original ideas with print, drawings, digital images, sounds, and/or personal recordings  b) Prepare writing and data for display with tools such as visual organizer, word processing, or multimedia software *	<b>B. Expression</b>  <b>1. Explore and use technology in an instructional setting to express ideas</b>  a) Use multimedia tools to express original ideas with print, drawings, digital images, sounds, and/or personal recordings  b) Prepare writing and data for display with tools such as visual organizer, word processing, or multimedia software *	<b>B. Expression</b>  <b>1. Use and understand how technology can be used to express ideas</b>  a) Use multimedia tools to express original ideas with print, drawings, digital images, existing video, sounds, and/or personal recordings  b) Prepare writing and data for display with tools such as visual organizer, word processing, or multimedia software *	<b>B. Expression</b>  <b>1. Use and understand how technology can be used to express ideas</b>  a) Use multimedia tools to express original ideas with print, drawings, digital images, existing video, sounds, and/or personal recordings  b) Prepare writing and data for display with tools such as visual organizer, word processing, or multimedia software *  c) Change, edit, and revise graphs, graphics, presentations, and word processing documents *	<b>B. Expression</b>  <b>1. Use and explain how the technology can be used to express ideas</b>  a) Use multimedia and publishing tools to express original ideas with print, drawings, digital images, existing or original video, sounds, and/or personal recordings  b) Present ideas and information in formats such as electronic presentations, web pages, or graphic organizers that are appropriate to a specific audience *  c) Change, edit, and revise graphs, graphics, presentations, and word processing documents *

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## Maryland Technology Literacy Standards for Students

**Standard 4.0 – Technology for Communication and Expression:** Use technology to communicate information and express ideas using various media formats

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>C. Communication</b></p> <p><b>1. Use technology for communication</b></p> <p>a) Use communication tools identified by the teacher to help gather information, share ideas, and respond to questions when communicating with various audiences, including school, community, parents, and experts*</p> <p>b) Present information, independently or with assistance, to various audiences including school and community</p> <p><b>2. Use and explain the purposes of different media formats</b></p> <p>a) Communicate independently with various audiences using different media formats</p> <p>b) Explain the purpose for a chosen media format</p>	<p><b>A. Communication</b></p> <p><b>1. Select and use technology for communication</b></p> <p>a) Use communication tools (such as e-mail, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions *</p> <p>b) Present information independently to various audiences</p> <p>c) Evaluate the appropriateness of media formats for various purposes *</p>	<p><b>A. Communication</b></p> <p><b>1. Select and use technology for communication</b></p> <p>a) Use communication tools (such as e-mail, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions *</p> <p>b) Present information independently to various audiences</p> <p>c) Evaluate the appropriateness of media formats for various purposes *</p>	<p><b>A. Communication</b></p> <p><b>1. Select and use technology for communication</b></p> <p>a) Use communication tools (such as e-mail, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions *</p> <p>b) Present information independently to various audiences</p> <p>c) Evaluate the appropriateness of media formats for various purposes *</p>	<p><b>A. Communication</b></p> <p><b>1. Select and use technology for communication</b></p> <p>a) Use communication tools (such as e-mail, discussion boards, online conferences, Learning Management Systems, portfolios) to gather information, share ideas, and respond to questions *</p> <p>b) Present information independently to various audiences</p> <p>c) Evaluate the appropriateness of media formats for various purposes*</p>

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## Maryland Technology Literacy Standards for Students

**Standard 4.0 – Technology for Communication and Expression:** Use technology to communicate information and express ideas using various media formats

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>B. Expression</b></p> <p><b>1. Use and explain how technology can be used to express ideas</b></p> <p>a) Use multimedia and publishing tools to express original ideas with print, drawings, digital images, existing or original video, sounds, and/or personal recordings</p> <p>b) Present ideas and information in formats such as electronic presentations, web pages or graphic organizers that are appropriate to a specific audience *</p> <p>c) Change, edit, and revise graphs, graphics, presentations, and word processing documents *</p>	<p><b>B. Expression</b></p> <p><b>1. Select and use technology to express ideas</b></p> <p>a) Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recording</p> <p>b) Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience *</p> <p>c) Change, edit, and revise graphs, graphics, presentations, and word processing documents *</p> <p>d) Evaluate student-created product design based on purpose, audience, and format*</p>	<p><b>D. Expression</b></p> <p><b>1. Select and use technology to express ideas</b></p> <p>a) Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings</p> <p>b) Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience *</p> <p>c) Change, edit, and revise graphs, graphics, presentations, and word processing documents *</p> <p>d) Evaluate student-created product design based on purpose, audience, and format*</p>	<p><b>B. Expression</b></p> <p><b>1. Select and use technology to express ideas</b></p> <p>a) Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings</p> <p>b) Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience *</p> <p>c) Change, edit, and revise graphs, graphics, presentations, and word processing documents *</p> <p>d) Evaluate student-created product design based on purpose, audience, and format*</p>	<p><b>B. Expression</b></p> <p><b>1. Select and use technology to express ideas</b></p> <p>a) Select and use the appropriate multimedia and publishing tools to express original ideas with print, drawings, digital images, video, sounds, and/or personal recordings</p> <p>b) Present ideas and information in formats such as electronic presentations, web pages, graphic organizers, or spreadsheets that are appropriate to a specific audience *</p> <p>c) Change, edit, and revise graphs, graphics, presentations, and word processing documents</p> <p>d) Evaluate student-created product design based on purpose, audience, and format*</p>

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## Maryland Technology Literacy Standards for Students

**Standard 5.0 – Technology for Information Use and Management:** Use technology to locate, evaluate, gather, and organize information and data.

Pre-kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>A. Locate, Evaluate, and Gather Information/Data</b></p> <p><b>1. Explore and use age-appropriate information resources available through technology with assistance</b></p> <ul style="list-style-type: none"> <li>a) Select relevant information from teacher-selected technology resources (such as picture interface databases and bookmarked files) *</li> <li>b) Understand that electronic resources can be evaluated using the same strategies as print resources (such as fact vs. fiction, author, ease of use)</li> <li>c) Collect data using technology *</li> </ul>	<p><b>A. Locate, Evaluate, and Gather Information/Data</b></p> <p><b>1. Explore and use age-appropriate information resources available through technology with assistance</b></p> <ul style="list-style-type: none"> <li>a) Select relevant information from teacher-selected technology resources (such as picture interface databases and bookmarked files) *</li> <li>b) Understand that electronic resources can be evaluated using the same strategies as print resources (such as fact vs. fiction, author, ease of use)</li> <li>c) Collect data using technology *</li> </ul>	<p><b>A. Locate, Evaluate, and Gather Information/Data</b></p> <p><b>1. Explore and use age-appropriate information resources available through technology</b></p> <ul style="list-style-type: none"> <li>a) Select relevant information from appropriate technology resources (such as databases, library catalogs, and electronic reference materials) *</li> <li>b) Explain evaluation strategies when using electronic resources (such as publication date, fact vs. fiction, author, ease of use)</li> <li>c) Collect data using technology *</li> </ul>	<p><b>A. Locate, Evaluate, and Gather Information/Data</b></p> <p><b>1. Explore and use age-appropriate information resources available through technology</b></p> <ul style="list-style-type: none"> <li>a) Select relevant information from appropriate technology resources (such as databases, library catalogs, and electronic reference materials) *</li> <li>b) Explain evaluation strategies when using electronic resources (such as publication date, fact vs. fiction, author, ease of use)</li> <li>c) Collect data using technology *</li> </ul>	<p><b>A. Locate, Evaluate, and Gather Information/Data</b></p> <p><b>1. Use and evaluate information resources available through technology independently or with assistance</b></p> <ul style="list-style-type: none"> <li>a) Select relevant information from appropriate technology resources *</li> <li>b) Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, and web sites *</li> <li>c) Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source credibility, ease of use)</li> <li>d) Understand library catalog search strategies</li> <li>e) Understand search strategies for age-appropriate Web search engines/directories</li> <li>f) Collect data using technology *</li> </ul>

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## Maryland Technology Literacy Standards for Students

**Standard 5.0 – Technology for Information Use and Management:** Use technology to locate, evaluate, gather, and organize information and data.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>B. Organize Information/Data</b></p> <p><b>1. Use technology tools to organize information</b></p> <p>a) Describe how technology tools are used to organize and display information/data *</p>	<p><b>B. Organize Information/Data</b></p> <p><b>1. Use technology tools to organize information</b></p> <p>a) Describe how technology tools are used to organize information/collect data *</p>	<p><b>B. Organize Information/Data</b></p> <p><b>1. Use technology tools to organize information</b></p> <p>a) Participate, as part of a class, in organizing information using technology tools (such as graphic organizers and slide presentations) *</p> <p>b) Describe how technology tools are used to organize information/collect data *</p> <p>c) Reflect, as part of a larger group, on the appropriateness of the selected technology tool(s) for organizing information *</p>	<p><b>B. Organize Information/Data</b></p> <p><b>1. Use technology tools to organize information</b></p> <p>a) Participate, as part of a class, in organizing information using technology tools (such as graphic organizers and slide presentations) *</p> <p>b) Use teacher-selected technology tools to organize information/collect data *</p> <p>c) Describe how technology tools are used to organize information/collect data *</p> <p>d) Reflect, as part of a larger group, on the appropriateness of the selected technology tool(s) for organizing information *</p>	<p><b>B. Organize Information/Data</b></p> <p><b>1. Use and evaluate technology tools to organize information</b></p> <p>a) Use technology tools, independently or with assistance, to support note-taking*</p> <p>b) Use technology tools, independently or with assistance, to support data collection *</p> <p>c) Describe how technology tools are used to organize information/collect data *</p> <p>d) Evaluate the effectiveness of technology tools for organizing information *</p>

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## Maryland Technology Literacy Standards for Students

**Standard 5.0 – Technology for Information Use and Management:** Use technology to locate, evaluate, gather, and organize information.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>A. Locate, Evaluate, and Gather Information</b></p> <p><b>1. Use and evaluate information resources available through technology, independently or with assistance</b></p> <ul style="list-style-type: none"> <li>a) Select relevant information from appropriate technology resources *</li> <li>b) Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, and web sites</li> <li>c) Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)</li> <li>d) Understand library catalog search strategies</li> <li>e) Understand search strategies for age-appropriate Web search engines/directories</li> </ul>	<p><b>A. Locate, Evaluate, and Gather Information</b></p> <p><b>1. Select and use information resources available through technology</b></p> <ul style="list-style-type: none"> <li>a) Select relevant information from appropriate technology resources *</li> <li>b) Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, and web sites</li> <li>c) Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)</li> <li>d) Understand library catalog search strategies</li> <li>e) Understand search strategies for age-appropriate Web search engines/directories</li> </ul>	<p><b>A. Locate, Evaluate, and Gather Information</b></p> <p><b>1. Select and use information resources available through technology</b></p> <ul style="list-style-type: none"> <li>a) Select relevant information from appropriate technology resources *</li> <li>b) Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, and web sites</li> <li>c) Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)</li> <li>d) Refine library catalog search strategies</li> <li>e) Refine search strategies for Web search engines/directories</li> </ul>	<p><b>A. Locate, Evaluate, and Gather Information</b></p> <p><b>1. Select and use information resources available through technology</b></p> <ul style="list-style-type: none"> <li>a) Select relevant information from appropriate technology resources *</li> <li>b) Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, web sites, and other online materials</li> <li>c) Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)</li> <li>d) Refine library catalog search strategies</li> <li>e) Refine search strategies for Web search engines/directories</li> </ul>	<p><b>A. Locate, Evaluate, and Gather Information</b></p> <p><b>1. Select and use information resources available through technology</b></p> <ul style="list-style-type: none"> <li>a) Select relevant information from appropriate technology resources *</li> <li>b) Select and read to gain information from electronic personal interest materials, such as brochures, books, magazines, cookbooks, web sites, and other online materials</li> <li>c) Apply evaluation strategies when using electronic resources (such as publication/copyright date, fact vs. fiction, source, credibility, ease of use)</li> <li>d) Refine library catalog search strategies</li> <li>e) Refine search strategies for Web search engines/directories</li> </ul>

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\* Indicates the objective could be part of the problem solving and decision making process indicated in Standard 6 of the MTLSS



## Maryland Technology Literacy Standards for Students

**Standard 5.0 – Technology for Information Use and Management:** Use technology to locate, evaluate, gather, and organize information.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>B. Organize information</b></p> <p><b>1. Use and evaluate technology tools to organize information</b></p> <p>a) Use technology tools independently to support note-taking *</p> <p>b) Use technology tools independently to support data collection *</p> <p>c) Describe how technology tools are used to organize information *</p> <p>d) Evaluate the effectiveness of technology tools for organizing information *</p>	<p><b>B. Organize information</b></p> <p><b>1. Select and use technology tools to organize information</b></p> <p>a) Use technology tools to support note-taking *</p> <p>b) Use technology tools to support data collection *</p> <p>c) Explain why specific technology tools were selected to organize information *</p> <p>d) Evaluate the use of the selected technology for the specific task *</p>	<p><b>B. Organize information</b></p> <p><b>1. Select and use technology tools to organize information</b></p> <p>a) Use appropriate technology tools to support information organization *</p> <p>b) Explain why specific technology tools were selected to organize information *</p> <p>c) Evaluate the use of the selected technology for the specific task*</p>	<p><b>B. Organize information</b></p> <p><b>1. Select and use technology tools to organize information</b></p> <p>a) Use appropriate technology tools to support information organization *</p> <p>b) Defend the selection of the specific technology tool to organize information *</p>	<p><b>B. Organize information</b></p> <p><b>1. Select and use technology tools to organize information</b></p> <p>a) Use appropriate technology tools to support information organization*</p> <p>b) Defend the selection of the specific technology tool to organize information *</p>

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## Maryland Technology Literacy Standards for Students

**Standard 6.0 – Technology for Problem-Solving and Decision-Making:** Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions

Components of a Problem Solving Process Supported by Technology <b>A. Investigate Problems and Propose Solutions</b> <ol style="list-style-type: none"> <li>1. Understand the Problem</li> <li>2. Devise a Plan</li> <li>3. Carry Out the Plan</li> <li>4. Analyze Data</li> <li>5. Communicate Conclusion</li> </ol> <b>B. Examine the Solution</b>
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The components of the problem solving process are the same for all disciplines and across all grade levels. Academic rigor comes from the complexity of the problem and the technology used to solve the problem.

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<b>A. Investigate Problems and Propose Solutions</b>  <b>1. Understand the Problem</b>  <ul style="list-style-type: none"> <li>• With the guidance of the teacher, students understand that there are different types of problems and that technology can help identify the type of problem and the data needed to answer that type of problem</li> </ul>	<b>A. Investigate Problems and Propose Solutions</b>  <b>1. Understand the Problem</b>  <ul style="list-style-type: none"> <li>• With the guidance of the teacher, students understand that there are different types of problems and that technology can help identify the type of problem and the data needed to answer that type of problem</li> </ul>	<b>A. Investigate Problems and Propose Solutions</b>  <b>1. Understand the Problem</b>  <ul style="list-style-type: none"> <li>• With the guidance of the teacher, students use technology to help identify the type of problem and the data needed to answer that type of problem</li> </ul>	<b>A. Investigate Problems and Propose Solutions</b>  <b>1. Understand the Problem</b>  <ul style="list-style-type: none"> <li>• With the guidance of the teacher, students use technology to help identify the type of problem and the data needed to answer that type of problem</li> </ul>	<b>A. Investigate Problems and Propose Solutions</b>  <b>1. Understand the Problem</b>  <ul style="list-style-type: none"> <li>• With the guidance of the teacher, students use technology to help identify the type of problem and the data needed to answer that type of problem</li> </ul>



## Maryland Technology Literacy Standards for Students

**Standard 6.0 – Technology for Problem-Solving and Decision-Making:** Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>2. Devise a Plan</b></p> <ul style="list-style-type: none"> <li>• With the guidance of the teacher, use technology to record questions</li> <li>• Participate in a class lesson to identify sources of information, including technology, to answer questions</li> </ul> <p><b>3. Carry Out the Plan</b></p> <ul style="list-style-type: none"> <li>• Participate in a class lesson using technology to explore collecting data</li> <li>• Select relevant information from teacher-selected technology resources</li> </ul>	<p><b>2. Devise a Plan</b></p> <ul style="list-style-type: none"> <li>• With the guidance of the teacher, use technology to record questions</li> <li>• Participate in a class lesson to identify sources of information, including technology, to answer questions</li> </ul> <p><b>3. Carry Out the Plan</b></p> <ul style="list-style-type: none"> <li>• Participate in a class lesson using technology tools to explore collecting data</li> <li>• Select relevant information from teacher-selected technology resources</li> <li>• Describe how technology tools are used to collect data</li> </ul>	<p><b>2. Devise a Plan</b></p> <ul style="list-style-type: none"> <li>• With the guidance of the teacher, use technology to record questions</li> <li>• Identify which technology tools can be used to gather observations of a subject</li> </ul> <p><b>3. Carry Out the Plan</b></p> <ul style="list-style-type: none"> <li>• Identify technology tools that help gather information</li> <li>• Participate in a class lesson using technology tools to collect data</li> <li>• Use electronic tools to collect data</li> <li>• Identify electronic sources of information</li> <li>• Select relevant information from appropriate technology resources</li> <li>• Describe how technology tools are used to collect data</li> </ul>	<p><b>2. Devise a Plan</b></p> <ul style="list-style-type: none"> <li>• Use technology to record questions</li> <li>• Identify sources of information, including technology resources, to gather information</li> </ul> <p><b>3. Carry Out the Plan</b></p> <ul style="list-style-type: none"> <li>• Identify technology tools that help gather information</li> <li>• Participate in a class lesson using technology tools to collect data</li> <li>• Use electronic tools to collect data</li> <li>• Select relevant information from appropriate technology resources</li> <li>• Use teacher-selected technology tools to collect data</li> </ul>	<p><b>2. Devise a Plan</b></p> <ul style="list-style-type: none"> <li>• Use technology to record questions</li> <li>• Identify which technology tools can be used to gather information</li> </ul> <p><b>3. Carry Out the Plan</b></p> <ul style="list-style-type: none"> <li>• Explain how electronic tools help gather information from various audiences</li> <li>• Use electronic tools to collect data</li> <li>• Select relevant information from appropriate technology resources</li> </ul>

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 Bulleted items identify possible integration of technology integration in the problems solving and decision making process





## Maryland Technology Literacy Standards for Students

**Standard 6.0 – Technology for Problem-Solving and Decision-Making:** Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions

Pre-Kindergarten	Kindergarten	Grade 1	Grade 2	Grade 3
<p><b>4. Analyze Data</b></p> <ul style="list-style-type: none"> <li>Describe how technology tools are used to organize data</li> </ul> <p><b>5. Communicate Conclusion</b></p> <ul style="list-style-type: none"> <li>Determine how data will be displayed</li> <li>Participate in a class lesson using technology tools to display data</li> <li>Describe how technology tools are used to display data</li> <li>Recognize that various media formats are used to communicate conclusions</li> </ul> <p><b>B Examine the Solution</b></p> <ul style="list-style-type: none"> <li>Reflect and discuss, as part of a larger group, on the appropriateness of the selected technology for the given task</li> <li>Reflect and discuss the advantages of using technology tools to gather, analyze, and communicate conclusions</li> </ul>	<p><b>4. Analyze Data</b></p> <ul style="list-style-type: none"> <li>Describe how technology tools are used to organize data</li> </ul> <p><b>5. Communicate Conclusion</b></p> <ul style="list-style-type: none"> <li>Participate in a class lesson using technology tools to display data</li> <li>Recognize that various media formats are used to communicate conclusions</li> </ul> <p><b>B Examine the Solution</b></p> <ul style="list-style-type: none"> <li>Reflect and discuss, as part of a larger group, on the appropriateness of the selected technology for the given task</li> <li>Reflect and discuss the advantages of using technology tools to gather, analyze, and communicate conclusions</li> </ul>	<p><b>4. Analyze Data</b></p> <ul style="list-style-type: none"> <li>Participate in a class lesson using technology tools to interpret data</li> <li>Use electronic tools to analyze data</li> <li>Describe how technology tools are used to organize information</li> </ul> <p><b>5. Communicate Conclusion</b></p> <ul style="list-style-type: none"> <li>Participate in a class lesson using technology tools to display data</li> <li>Use electronic tools to display data</li> <li>Identify various media formats to communicate information</li> <li>Use various media formats, with assistance, to communicate conclusions</li> </ul> <p><b>B Examine the Solution</b></p> <ul style="list-style-type: none"> <li>Reflect and discuss, as part of a larger group, on the appropriateness of the selected technology for the given task</li> <li>Reflect and discuss the advantages of using technology tools to gather, analyze, and communicate conclusions</li> </ul>	<p><b>4. Analyze Data</b></p> <ul style="list-style-type: none"> <li>Use various electronic information retrieval sources to obtain information on a topic</li> <li>Participate in a class lesson using technology tools to interpret data</li> <li>Use electronic tools to organize and analyze data</li> </ul> <p><b>5. Communicate Conclusion</b></p> <ul style="list-style-type: none"> <li>Participate in a class lesson using technology tools to display data</li> <li>Use electronic tools to display data</li> <li>Communicate conclusions with various audiences, independently or with assistance, using different media formats</li> </ul> <p><b>B Examine the Solution</b></p> <ul style="list-style-type: none"> <li>Articulate the advantages of using technology tools to gather, analyze, and communicate conclusions</li> <li>Assess the use of the selected technology for gathering data, analyzing data, and communicating conclusions</li> </ul>	<p><b>4. Analyze Data</b></p> <ul style="list-style-type: none"> <li>Use various electronic information retrieval sources to obtain information on a topic</li> <li>Use electronic tools to analyze data</li> </ul> <p><b>5. Communicate Conclusion</b></p> <ul style="list-style-type: none"> <li>Use electronic tools to display data</li> <li>Communicate conclusions with various audiences using different media formats</li> </ul> <p><b>B Examine the Solution</b></p> <ul style="list-style-type: none"> <li>Articulate the advantages of using technology tools to gather, analyze, and communicate conclusions</li> <li>Assess the use of the selected technology for gathering data, analyzing data, and communicating conclusions</li> </ul>

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## Maryland Technology Literacy Standards for Students

**Standard 6.0 – Technology for Problem-Solving and Decision-Making:** Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions

Components of a Problem Solving Process Supported by Technology <b>A. Investigate Problems and Propose Solutions</b> <ol style="list-style-type: none"> <li>1. Understand the Problem</li> <li>2. Devise a Plan</li> <li>3. Carry Out the Plan</li> <li>4. Analyze Data</li> <li>5. Communicate Conclusion</li> </ol> <b>B. Examine the Solution</b>
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The components of the problem solving process are the same for all disciplines and across all grade levels. Academic rigor comes from the complexity of the problem and the technology used to solve the problem.

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<b>A. Investigate Problems and Propose Solutions</b> <ol style="list-style-type: none"> <li>1. Understand the Problem</li> </ol> <ul style="list-style-type: none"> <li>• Use technology to help identify the type of problem and the data needed to answer that type of problem</li> </ul>	<b>A. Investigate Problems and Propose Solutions</b> <ol style="list-style-type: none"> <li>1. Understand the Problem</li> </ol> <ul style="list-style-type: none"> <li>• Use technology to help identify the type of problem and the data needed to answer that type of problem</li> </ul>	<b>A. Investigate Problems and Propose Solutions</b> <ol style="list-style-type: none"> <li>1. Understand the Problem</li> </ol> <ul style="list-style-type: none"> <li>• Use technology to help identify the type of problem and the data needed to answer that type of problem</li> </ul>	<b>A. Investigate Problems and Propose Solutions</b> <ol style="list-style-type: none"> <li>1. Understand the Problem</li> </ol> <ul style="list-style-type: none"> <li>• Use technology to help identify the type of problem and the data needed to answer that type of problem</li> </ul>	<b>A. Investigate Problems and Propose Solutions</b> <ol style="list-style-type: none"> <li>1. Understand the Problem</li> </ol> <ul style="list-style-type: none"> <li>• Use technology to help identify the type of problem and the data needed to answer that type of problem</li> </ul>



## Maryland Technology Literacy Standards for Students

### Standard 6.0 – Technology for Problem-Solving and Decision-Making: Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>2. Devise a Plan</b></p> <ul style="list-style-type: none"> <li>• Describe how technology tools are used to collect information</li> <li>• Use technology to help formulate a research question about a problem/situation that requires further study</li> <li>• Use technology to develop a plan for how to answer questions about a problem/situation that requires further study</li> <li>• Identify technology resources to gather information about a problem/situation that requires further study</li> </ul> <p><b>3. Carry Out the Plan</b></p> <ul style="list-style-type: none"> <li>• Collect data and information using technology tools</li> <li>• Use communication tools identified by the teacher to help gather information</li> <li>• Apply evaluation strategies when using electronic resources</li> <li>• Make and record observations using technology</li> </ul>	<p><b>2. Devise a Plan</b></p> <ul style="list-style-type: none"> <li>• Identify possible technology tools to gather data</li> <li>• Use technology to help formulate a research question about a problem/situation that requires further study</li> <li>• Use technology to develop a plan for how to answer questions about a problem/situation that requires further study</li> <li>• Identify technology resources to gather information about a problem/situation that requires further study</li> <li>• Select an appropriate technology tool to gather data</li> </ul> <p><b>3. Carry Out the Plan</b></p> <ul style="list-style-type: none"> <li>• Collect data and information using technology tools</li> <li>• Use communication tools to gather information</li> <li>• Apply evaluation strategies when using electronic resources</li> <li>• Make and record observations using technology</li> </ul>	<p><b>2. Devise a Plan</b></p> <ul style="list-style-type: none"> <li>• Identify possible technology tools to gather data</li> <li>• Use technology to help formulate a research question about a problem/situation that requires further study</li> <li>• Use technology to develop a plan for how to answer questions about a problem/situation that requires further study</li> <li>• Identify technology resources to gather information about a problem/situation that requires further study</li> <li>• Select an appropriate technology tool to gather data</li> </ul> <p><b>3. Carry Out the Plan</b></p> <ul style="list-style-type: none"> <li>• Collect data and information using technology tools</li> <li>• Use communication tools to gather information</li> <li>• Apply evaluation strategies when using electronic resources</li> <li>• Make and record observations using technology</li> </ul>	<p><b>2. Devise a Plan</b></p> <ul style="list-style-type: none"> <li>• Identify possible technology tools to gather data</li> <li>• Use technology to help formulate a research question about a problem/situation that requires further study</li> <li>• Use technology to develop a plan for how to answer questions about a problem/situation that requires further study</li> <li>• Identify technology resources to gather information about a problem/situation that requires further study</li> <li>• Select an appropriate technology tool to gather data</li> </ul> <p><b>3. Carry Out the Plan</b></p> <ul style="list-style-type: none"> <li>• Collect data and information using technology tools</li> <li>• Use communication tools to gather information</li> <li>• Apply evaluation strategies when using electronic resources</li> <li>• Make and record observations using technology</li> </ul>	<p><b>2. Devise a Plan</b></p> <ul style="list-style-type: none"> <li>• Identify possible technology tools to gather data</li> <li>• Use technology to help formulate a research question about a problem/situation that requires further study</li> <li>• Use technology to develop a plan for how to answer questions about a problem/situation that requires further study</li> <li>• Identify technology resources to gather information about a problem/situation that requires further study</li> <li>• Select an appropriate technology tool to gather data</li> </ul> <p><b>3. Carry Out the Plan</b></p> <ul style="list-style-type: none"> <li>• Collect data and information using technology tools</li> <li>• Use communication tools to gather information</li> <li>• Apply evaluation strategies when using electronic resources</li> <li>• Make and record observations using technology</li> </ul>

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## Maryland Technology Literacy Standards for Students

**Standard 6.0 – Technology for Problem-Solving and Decision-Making:** Demonstrate ability to use technology and develop strategies to solve problems and make informed decisions

Grade 4	Grade 5	Grade 6	Grade 7	Grade 8
<p><b>4. Analyze Data</b></p> <ul style="list-style-type: none"> <li>Analyze information using technology tools</li> <li>Input and analyze information in a predefined spreadsheet or database</li> <li>Describe how technology tools are used to organize information</li> </ul> <p><b>5. Communicate Conclusion</b></p> <ul style="list-style-type: none"> <li>Display data and information using technology tools</li> <li>Use communication tools identified by the teacher to communicate conclusions</li> <li>Present information and conclusions in formats that are appropriate to a specific audience</li> </ul> <p><b>B Examine the Solution</b></p> <ul style="list-style-type: none"> <li>Assess the use of the selected technology for individual learning of the specific task</li> <li>Explain the purpose for a chosen media format when communicating data</li> </ul>	<p><b>4. Analyze Data</b></p> <ul style="list-style-type: none"> <li>Analyze information using technology tools</li> <li>Input and analyze information in a spreadsheet or database</li> <li>Explain why specific technology tools were selected to organize information</li> </ul> <p><b>5. Communicate Conclusion</b></p> <ul style="list-style-type: none"> <li>Display data and information using technology tools</li> <li>Use communication tools to communicate conclusions</li> <li>Present information and conclusions in formats that are appropriate to a specific audience</li> </ul> <p><b>B Examine the Solution</b></p> <ul style="list-style-type: none"> <li>Assess the use of the selected technology for individual learning of the specific task</li> <li>Evaluate the appropriateness of media formats for communicating data</li> </ul>	<p><b>4. Analyze Data</b></p> <ul style="list-style-type: none"> <li>Analyze information using technology tools</li> <li>Input and analyze information in a spreadsheet or database</li> <li>Explain why specific technology tools were selected to organize information</li> </ul> <p><b>5. Communicate Conclusion</b></p> <ul style="list-style-type: none"> <li>Display data and information using technology tools</li> <li>Use communication tools to communicate conclusions</li> <li>Present information and conclusions in formats that are appropriate to a specific audience</li> </ul> <p><b>B Examine the Solution</b></p> <ul style="list-style-type: none"> <li>Assess the use of the selected technology for individual learning of the specific task</li> <li>Evaluate the appropriateness of media formats for communicating data</li> </ul>	<p><b>4. Analyze Data</b></p> <ul style="list-style-type: none"> <li>Analyze information using technology tools</li> <li>Input and analyze information in a spreadsheet or database</li> <li>Defend the selection of the specific technology tool to organize information</li> </ul> <p><b>5. Communicate Conclusion</b></p> <ul style="list-style-type: none"> <li>Display data and information using technology tools</li> <li>Use communication tools to communicate conclusions</li> <li>Present information and conclusions in formats that are appropriate to a specific audience</li> </ul> <p><b>B Examine the Solution</b></p> <ul style="list-style-type: none"> <li>Defend the use of the selected technology for individual learning of the specific task</li> <li>Evaluate the appropriateness of media formats for communicating data</li> </ul>	<p><b>4. Analyze Data</b></p> <ul style="list-style-type: none"> <li>Analyze information using technology tools</li> <li>Input and analyze information in a spreadsheet or database</li> <li>Defend the selection of the specific technology tool to organize information</li> </ul> <p><b>5. Communicate Conclusion</b></p> <ul style="list-style-type: none"> <li>Display data and information using technology tools</li> <li>Use communication tools to communicate conclusions</li> <li>Present information and conclusions in formats that are appropriate to a specific audience</li> </ul> <p><b>B Examine the Solution</b></p> <ul style="list-style-type: none"> <li>Defend the use of the selected technology for individual learning of the specific task</li> <li>Evaluate the appropriateness of media formats for communicating data</li> </ul>

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