

Standard 1. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.			
Exploratory Concepts and Skills	Strands	Software	Projects
	1.11 Identify components of a computer system, understand their functions, and use appropriate terminology in speaking about them (e.g., operating system, hard drive, memory, window).		
	1.12 Identify and use basic features of computer operating system (e.g., format/initialize disks; access information on size and format of a file; create folders on local hard drive).		
	1.13 Save a file to the desktop, the hard drive, and external storage spaces (e.g., floppy disk, CD ROM, virtual electronic space).		
	1.14 Select a printer and <u>print</u> a document with appropriate page setup and orientation.		
	1.15 Operate peripheral equipment (e.g., scanner, digital camera, camcorder).		
	1.16 Develop efficient <u>keyboarding technique</u> . (Sept.-Oct. 20 min. rotation Wed.pm)		
	1.17 Identify and use <u>editing</u> and <u>formatting</u> features of a <u>word processing</u> program (e.g., centering, line spacing, margins, cut and paste, fonts, styles, spelling, page numbers).		
	1.18 <u>Insert images</u> (e.g., graphics, clip art, tables) from other files into word-processed document.		
	1.19 Describe structure and function of <u>database</u> and identify components (e.g., record, field).		
	1.20 Create an original <u>database</u> , defining field formats and adding new records.		
	1.21 Perform simple operations in a <u>database</u> (e.g., browse, sort, search, delete, add data).		

	1.22 Describe structure and function of <u>spreadsheet</u> (e.g., cells, rows, columns, formulas) and apply formatting features.		
Standard 1 Cont. Demonstrate proficiency in the use of computers and applications as well as an understanding of concepts underlying hardware, software, and connectivity.			
Exploratory Concepts and Skills	Strands	Software	Projects
	1.23 Create an original <u>spreadsheet</u> , entering simple formulas.		
	1.24 Produce simple <u>charts</u> from spreadsheet.		
	1.25 Identify and use <u>navigation</u> features of <u>browser</u> (e.g., "go," "back," "forward").		
	1.26 Using a browser, " <u>bookmark</u> " a Website for future reference.		
	1.27 Identify basic elements of a <u>Website</u> (e.g., URL, hyperlinks, site map, etc.).		
	1.28 <u>Copy an image</u> from a <u>Website</u> into a file on desktop; write a correct citation <u>caption</u> in keeping with copyright law.		
	1.29 Using e-mail, create and send a message. (Student use of e-mail is determined by district policy and may be a class-wide activity if students do not have individual accounts.)		
	1.30 Open an e-mail attachment and save it to the desktop. (District discretion applies.)		
	1.31 Use correct terminology in speaking about electronic communication (e.g., browser, search engine, online).		
	1.32 Create a <u>slide presentation</u> using appropriate applications.		

1.33 Identify and use <u>drawing</u> and <u>painting</u> applications as appropriate for class projects.		
1.34 Identify appropriate applications for a <u>classroom project</u> .		

Standard 2. Demonstrate responsible use of technology and an understanding of ethics and safety issues in using electronic media.			
Exploratory Concepts and Skills	Strands	Software	Projects
	2.6 Explain and demonstrate understanding of classroom rules regarding responsible use of computers (responsible behavior around equipment, respect for other people's work, and appropriate collaborative behavior).		
	2.7 Explain and demonstrate understanding of classroom rules regarding ethical and legal behavior in copying files, applications, and media.		
	2.8 Explain potential problem of computer viruses and exercise caution in opening e-mail attachments from unknown sources. (Use of e-mail is at district discretion.)		
	2.9 Explain safe practices for sharing personal information via e-mail and the Internet. (Uses of e-mail is at district discretion.)		
	2.10 Explain proper e-mail etiquette. (Use of e-mail is at district discretion.)		
	2.11 Describe and demonstrate knowledge of the school's Acceptable Use Policy, and know the consequences of violating that policy.		
	2.12 Validate a Website for authenticity (e.g., find site sponsor, author, and date the site was last updated).		
	2.13 Explain how media and technology can be misused to distort or exaggerate information.		
	2.14 Write correct citations for text and images gathered from electronic sources. Understand that use of materials is limited by the fair use rule of copyright law.		
	2.15 Develop an awareness of the issue of ergonomics (e.g., Repetitive Stress Injuries) and how to use equipment safely.		

Standard 3. Demonstrate ability to use technology for research, problem-solving, and communication. Students locate, evaluate, collect, and process information from a variety of electronic sources. Students use telecommunications and other media to interact or collaborate with peers, experts, and other audiences.			
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	3.3 Explore the use of content-specific tools to enhance understanding of curriculum content (e.g., environmental probes, sensors, robotics, simulation software, and measuring devices).		
	3.4 Collaborate with teacher and classmates in creating a multimedia presentation to communicate learning with others.		
	3.5 Collaborate with classmates and teacher to exchange e-mail with another classroom (at discretion of district and teacher).		
	3.6 In keeping with the research process outlined in Standard 24 of the English Language Arts Curriculum Framework, identify electronic sources of information (e.g., Internet, CD ROM, online periodical databases, and online catalogs).		
	3.7 Use search engines effectively to find relevant, unbiased, and current information on a subject. (Standard 2 performance indicators apply - I.e. evaluate Websites and write correct citations for sources.)		
	3.8 Organize information that is collected using a variety of tools (e.g., spreadsheet, database, saved files).		
	3.9 Communicate results of research and learning with others using the most appropriate tools (e.g., desktop published or word processed report, multimedia presentation).		
	3.10 Manipulate data using charting tools and graphic organizers (e.g., concept mapping, flow charting, and outlining software) to connect ideas and organize information.		
	3.11 Under teacher's guidance, and at discretion of district, use e-mail to communicate with others (e.g., students in other classrooms, experts in a subject, teachers).		