





Student Competency Goals:	K	1	2	3	4	5	6	7	8	9	10	11	12
1. Computer terminology & use													
Identify basic computer components: monitor, keyboard, disk drive, printer	■	■	■	→									
Discuss acceptable behavior guidelines for working near a computer	■	■	→										
Demonstrate proper start-up/shut down procedure		■	■	■	→								
Use input devices (mouse, keyboard, remote control) and output devices (monitor, printer) to successfully operate a computer. (NETS)		■	■	■	→	→							
Use a variety of media and technology resources for directed and independent learning activities. (NETS)		■	■	■									
Save a file to appropriate folder (network, harddrive)		■	■	■	→								
Demonstrate the ability to find and open a file.			■	■	→								
Explain the different locations of software (disk, CD-ROM, network)			■	■	→								
Demonstrate proper care of diskettes, CD's			■	■	■	→							
Select appropriate software for a task			■	■	■	→							

■	Introduced (basic components of skill practiced with teacher assistance)
■	Developing
□	Proficient
→	

Interact with computer software.																
Explain the function of each piece of hardware																
Describe the difference between Save and Save As and know when to use each one																
Demonstrate creating a folder within a folder.																
Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide. (NETS)																
Demonstrate the ability to use information on a screen to operate a program																
Identify computer system components: input, output, memory, processing device																
Demonstrate proper care of hardware and software																
Explain computer terms: network drive, c:¥drive, a:¥drive, file management																
Apply strategies for identifying and solving routine hardware and software problems that occur during everyday use. (NETS)																
Demonstrate and explain how/why to create a back-up file																
Select appropriate hardware for a task																

	Introduced (basic components of skill practiced with teacher assistance)
	Developing
	Proficient
➔	

Student Competency Goals:	K	1	2	3	4	5	6	7	8	9	10	11	12
2. Social implications													
Identify the computer as a tool for work & play		→											
Demonstrate respect for the computer work of others			→										
Communicate about technology using developmentally appropriate and accurate terminology. (NETS)			→										
Work cooperatively and collaboratively with peers, family members, and other when using technology in the classroom.													
Explain the rights of an individual to ownership of his/her work				→									
Demonstrate positive social and ethical behaviors when using technology. (NETS)													
Practice responsible use of technology and software. (NETS)													
Identify the ways technology has changed the lives of people					→								
Discuss basic issues related to responsible use of technology and information and describe personal consequences of inappropriate use (NETS)													
Demonstrate proper computer lab etiquette						→							

	Introduced (basic components of skill practiced with teacher assistance)
	Developing
	Proficient
	

Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (NETS)						■	■												
Explain the copyright law						■	■	→											
Identify the ways technology has impacted society						■	■	■	■	■	→								
Discuss privacy issues & reasons for security measures (passwords, key locks, copyright laws)							■	■	■	■	→								
Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse. (NETS)								■	■	■									
Explain consequences of breaking copyright laws								■	■	■	→								
Identify ways telecomputing promotes a global community								■	■	■	→								
Identify the role of technology in a variety of careers/subject areas								■	■	■	→								
Identify technological skills required for various careers								■	■	■	→								
Demonstrate knowledge of current changes in information technologies and the effect those changes have on the workplace and society. (NETS)								■	■	■									

■	Introduced (basic components of skill practiced with teacher assistance)
■	Developing
■	Proficient
→	

Student Competency Goals:	K	1	2	3	4	5	6	7	8	9	10	11	12
3. Keyboarding													
Identify & demonstrate: keyboard letters, numbers, space bar, enter key			→										
Identify & demonstrate: shift, delete and arrow keys				→									
Identify & demonstrate: period, comma, apostrophe, quotation marks, question mark, and caps lock				→									
Demonstrate correct hand position over right/left side of the keyboard and home row							→						
Demonstrate proper reaches for key strokes							→						
Demonstrate proper body position							→						
Demonstrate proper finger position							→						
Demonstrate “eyes on copy” instead of keyboard							→						
Demonstrate proper touch typing techniques							→						
Student Competency Goals:	K	1	2	3	4	5	6	7	8	9	10	11	12
4. Research Skills													
Demonstrate use of library online catalog to find information				→									

	Introduced (basic components of skill practiced with teacher assistance)
	Developing
	Proficient
→	

Demonstrate the ability to search for a given topic and print out information				■	■	■	→								
Demonstrate the ability to follow a hypertext link from WWW or CD-ROM.				■	■	■	→								
Evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources. (NETS)				■	■	■	→								
Demonstrate the ability to use the Internet as a resource						■	■	■	→						
Demonstrate the ability to efficiently search for information using a variety of CD-ROMs and the Internet						■	■	■	→						
Demonstrate the ability to discriminate between reliable sources and opinion sources						■	■	■	→						
Demonstrate ability to use a search engine to perform a Boolean search.						■	■	■	→						
Demonstrate ability to use a search engine to perform a Boolean search.								■	■						
Demonstrate the ability to retrieve information from a variety of sources (CD-ROMs, online-catalogs, Internet) to complete a								■	■	→					

Page

7

■	Introduced (basic components of skill practiced with teacher assistance)
■	Developing
	Proficient
→	

Student Competency Goals:	K	1	2	3	4	5	6	7	8	9	10	11	12
5. Word Processing/Desktop Publishing													
Define the term "word processing"		■	■	→									
Enter ideas about a topic on the computer		■	■	→									
Define word processing terms: cursor, load, save, print			■	■	→								
Demonstrate proof reading techniques on the computer			■	■	→								
Demonstrate proper spacing (2 spaces after period, 1 space after comma)				■	■	→							
Demonstrate the use of the tab key to mark paragraphs in a document				■	■	→							
Demonstrate "wrap around" procedure and proper use of enter key					■	■	→						
Demonstrate ways to enhance text: bold, underline, italic, font				■	■	■	→						
Demonstrate effective use of spell check				■	■	■	→						
Insert meaningful pictures from clip art					■	■	→						
Apply proper rules for spacing and indentation							■	■	→				
Insert graphics from a variety of sources				■	■	■	→						

■	Introduced (basic components of skill practiced with teacher assistance)
■	Developing
□	Proficient
→	

Demonstrate the ability to cut, copy, and paste for editing					■	■	■	→						
Demonstrate the ability to use a “wizard”						■	■	→						
Demonstrate the commands for single and double spacing							■	■	→					
Demonstrate effective use of grammar check							■	■	→					
Demonstrate the ability to use text justification (left, center, right)					■	■	■	→						
Use technology tools (multimedia, authoring, presentation, Web tools, digital cameras, and scanners) for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom. (NETS)					■	■	■	→						
Demonstrate the ability to create, format, edit/revise documents in all subject areas											■	■	→	

■	Introduced (basic components of skill practiced with teacher assistance)
■	Developing
□	Proficient
→	

Student Competency Goals:	K	1	2	3	4	5	6	7	8	9	10	11	12
6. Telecommunications													
Define and identify telecommunication in the community			■	■	→								
Gather information and communicate with other's using telecommunications, with support from teachers, family members, and student partners. (NETS)			■	■	■								
Identify examples of telecommunication links (satellites, fax, telephone, modem, network)				■	■	→							
Send and retrieve email in the district					■	■	→						
Send and retrieve global email						■	■	■	→				
Demonstrate the ability to use the Internet to gather information from various web sites				■	■	■	■	→					
Use telecommunications efficiently and effectively to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests. (NETS)				■	■	■	■	→					
Use telecommunications and online resources (e-mail, online discussions, Web environments) to participate in collaborative				■	■	■	■	→					

■	Introduced (basic components of skill practiced with teacher assistance)
■	Developing
□	Proficient
→	

problem-solving activities for the purpose of developing solutions or products for audiences inside and outside the classroom. (NETS)																				
Explain the proper use of the Internet (not surfing or chat rooms)																				
Explain application procedure for Internet Driver's license																				
Demonstrate the ability to gather and exchange information using email, Internet and other online services																				

	Introduced (basic components of skill practiced with teacher assistance)
	Developing
	Proficient
→	

Student Competency Goals:	K	1	2	3	4	5	6	7	8	9	10	11	12
7. Multimedia/Graphic Applications													
Show awareness that computers produce pictures and pictures tell a story	■	■ →											
Identify the difference between graphics and text		■	■ →										
Use graphic organizer such as Kidspiration to organize information.		■	■										
Use developmentally appropriate multimedia resources (interactive books, educational software, elementary multimedia encyclopedia) to support learning. (NETS)		■	■										
Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (NETS)		■	■										
Demonstrate the ability to add or create graphics and place text in a document			■	■ →									
Use graphic organizer such as Inspiration to organize and display information.					■	■	■	■					

■	Introduced (basic components of skill practiced with teacher assistance)
■	Developing
□	Proficient
→	






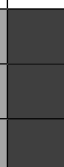



















Use software to create publications – e.g. newsletters, brochures, flyers, posters						■	■	■	→				
Use meaningful selection of graphics appropriate to the document						■	■	→					
Demonstrate the ability to apply borders, fonts, and text using publishing software						■	■	→					
Use presentation software to create group slide shows (Kid Pix, PowerPoint)	■	■	■	→									
Use presentation software to outline, create story board, or rough draft for multimedia presentation.						■	■						
Use presentation software to create individual slide shows (PowerPoint, HyperStudio)						■	■	→					
Demonstrate the ability to use digital camera to personalize presentations							■	■	→				
Demonstrate the ability to use a scanner to personalize presentations							■	■	→				
Demonstrate the ability to manipulate and import data using various sources to produce multimedia presentations							■	■	→				





■	Introduced (basic components of skill practiced with teacher assistance)
■	Developing
□	Proficient
→	

Student Competency Goals:	K	1	2	3	4	5	6	7	8	9	10	11	12
8. Databases													
Define database terms: field, sort, arrange, file							→						
Enter data into a pre-designed database							→						
Demonstrate the ability to search & sort data using an existing database								→					
Demonstrate the ability to use existing databases for desired information given 1 or 2 criteria (using “and” “or” when necessary)										→			
Create and design project-specific databases										→			
Demonstrate the ability to sort, search, and manipulate data for a specific task												→	
Demonstrate the ability to create an integrated application (mail merge)												→	

Student Competency Goals:	K	1	2	3	4	5	6	7	8	9	10	11	12
9. Spreadsheets													
Define spreadsheet terms: row, column, cell							→						

	Introduced (basic components of skill practiced with teacher assistance)
	Developing
	Proficient
→	

Demonstrate the ability to enter data from a subject area into a pre-designed spreadsheet															
Create graphs using the chart wizard following a handmade visual (bar graph)															
Demonstrate the ability to set-up a spreadsheet															
Demonstrate the ability to collect data and organize it.															
Demonstrate the ability to incorporate the use of calculations															
Use a spreadsheet to edit data and explain the results of the changes (averages, grades)															
Demonstrate the ability to display data in a variety of charts and graphs															
Demonstrate the ability to graph, calculate, sort, and interpret information independently for a specific task															
															

	Introduced (basic components of skill practiced with teacher assistance)
	Developing
	Proficient
	

Student Competency Goals:	K	1	2	3	4	5	6	7	8	9	10	11	12
10. Productivity Tools													
Use technology resources (puzzles, logical thinking programs) for problem solving. (NETS)	■	■ →											
Use technology resources (writing tools, digital camera, drawing tools) to communicate and illustrate thoughts, ideas, and stories. (NETS)	■	■ →											
Use general purpose productivity tools and peripherals to support personal productivity. (NETS)				■	■ →								
Use computer based instruction software to remediate skill deficits, and facilitate learning throughout the curriculum. (NETS)				■	■ →								
Use technology resources (calculators, data collection probes, videos, educational software) for problem solving, self-directed learning, and extended learning activities. (NETS)				■	■ →								
Determine when technology is useful and select the appropriate tool and technology resources to address a variety of tasks and problems. (NETS)				■	■ →								

■	Introduced (basic components of skill practiced with teacher assistance)
■	Developing
□	Proficient
→	

Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum. (NETS)															
---	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

■	Introduced (basic components of skill practiced with teacher assistance)
■	Developing
□	Proficient
→	