

Elementary Technology Applications TEKS Scope and Sequence Literacy Guide



Office of Instructional Technology
Birdville Independent School District





Birdville Independent School District Elementary Technology Applications TEKS Scope and Sequence Skills Guide

Our Mission, Goals, and Objectives

BISD Mission:

At Birdville Independent School District, our mission is to provide our elementary students with the technology skills necessary for becoming productive citizens in an increasingly technological world. Subject area **Texas Essential Knowledge and Skills (TEKS)** will determine our purposeful use of the computer as a tool to enhance research, explore creativity, practice skills and communicate using text, sound and images, thus improving student achievement. Students will learn how to gather, organize, and present information using the internet and educational software, as well as, universal tools such as *Microsoft Word, Excel, PowerPoint, Kidspiration, Inspiration, and KidPix*. Students will also understand and apply the **[BISD Acceptable Use of the District's Electronic Communications System Policy](#)** located at the end of this document (click link to go to Acceptable Use Policy document).

Technology application skills are a set of abilities which enables students to use electronic tools effectively and efficiently. Acquisition of these skills enables students to make informed decisions about technologies and their applications.

BISD Goals:

- ☉ Enable students, teachers, and administrators of BISD to effectively integrate technology into the teaching and learning of the District.
- ☉ Enhance learning through the use of digital content, since digital content changes the learning process thus allowing for greater levels of inquiry, analysis, interest, collaboration, creativity, content production, and student achievement.

- ☛ Integrate digital content when appropriate into content areas, or disciplines, so as to meet individual student learning needs outlined in the *Texas Essential Knowledge and Skills*, the *BISD Graduate Profile* and the *BISD Goals and Objectives*.
- ☛ Ensure schools will have in the *Campus Improvement Plan* including a technology plan to integrate digital content and current hardware into teacher instruction and student learning.

BISD Objectives:

- ☛ The Instructional Technology Services staff, in collaboration with content area specialists, will establish Technology Applications Texas Essential Knowledge and Skills Literacy Guides for grades K-5. This project will address the need for all campus staff to have district guidelines that identify the technology skills that must be taught at each individual grade level as outlined in the State Technology TEKS. The TEKS for Grades K-5 are very broad; therefore, this project will specify the skills and mastery by grade level.
- ☛ The Literacy Guides will be posted on the *Instructional Technology Services* web site as well as referenced in the District's Curriculum Management System.
- ☛ Campus Staff will be made aware of the posting of the Technology Applications Literacy Guides and the District expectations for implementation by the Elementary Instructional Technology Team at campus Faculty and Grade Level meetings.
- ☛ The Elementary ITS Team will provide ongoing integration technology support for campus administration, faculty, and students.
- ☛ Technology TEKS Integrated Lessons will be posted on the *Instructional Technology Website* in a searchable database format. These lessons will be correlated to the *Texas Essential Knowledge and Skills* curriculum, the *BISD Goals and Objectives*, and the *BISD Profile of a Graduate* goals and objectives.
- ☛ The Elementary ITS Team will formally plan Technology integrated lessons and assemble appropriate student and teacher technology resources with and for K-5 grade level teams each six weeks period. These lessons and resources will support the *BISD Scope and Sequence* curriculum.
- ☛ Student and Teacher work will be evidence of implementation at each campus.
- ☛ Student electronic portfolios will be created and used to evaluate student achievement.
- ☛ Technology tools will be integrated into the classroom, not relegated to the lab setting only.
- ☛ Student products will exhibit an emphasis on productivity tools revealing inquiry, analysis, interest, collaboration, and creativity.

- Student products will indicate that students have been taught the elements of information retrieval, including the ability to discern between primary and secondary resources, the difference between fact and opinion, and the ethics of using technology responsibly.
- Distance Learning/Video Conferencing and the Internet will be used to engage students in higher order thinking and collaboration with others.
- Teacher learning will be conducted incorporating consistent professional development aligned to *State Board of Educator Certification (SBEC)*, *No Child Left Behind (NCLB)*, and the *Texas Long Range Plan for Technology* expectations for educators.



*Birdville Independent School District
Grades PreK-2 Technology Applications
Literacy Guide*

Upon Completion of Grade 2:

Students are expected to:

- ④ Have a solid understanding of use and function of input devices as related to computer usage.
- ④ Have the ability to use a variety of technology resources to complete independent projects as assigned within the classroom.
- ④ Have the ability to effectively use technology terms and utilize those terms when discussing technology applications or projects.
- ④ Identify and use appropriate media and technology resources to enhance learning.
- ④ Demonstrate an understanding of *Acceptable Use*.
- ④ Demonstrate an understanding of computer etiquette.
- ④ Have the ability to work in cooperative groups to complete projects, utilizing technology and media resources to enhance the learning experience.
- ④ Use technology resources to solve problems and acquire information.
- ④ Use technology resources as a means to publish and communicate ideas.
- ④ Use technology to collect and distribute information.



Technology Applications TEKS
 Scope and Sequence
Pre-Kindergarten/Kindergarten – Grade 2
 I=Introduced A=Applied M=Mastery

Performance Descriptor	PreK/K	1	2
(1) Foundations: The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected			
(A) Uses technology terminology appropriate to task and grade level	I	I/A	I/A
(B) Start and exit programs as well as create, name, and save files	I	I/A	A
(C) Use networking terminology such as on-line, network, or password and access remote equipment on a network such a printer	I	I	A
(2) Foundations: The student uses data input skills appropriate to the task. The student is expected to			
(A) Use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, digital camera or touch screen	I	A	A
(B) Use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns as grade-level appropriate	I	A	A
(C) Demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level	I	A	A

appropriate			
(D) Produce documents at the keyboard, proofread, and correct errors	I	A	A
(E) Use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate	I	A	A
3) Foundations. The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:			
A) Follow acceptable use policies when using computers.	I	A	A
(B) Model respect of intellectual property by not illegally copying software or another individual's electronic work.	I	I/A	A
(4) Information acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to			
A) Apply keyword searches to acquire information;	I	I/A	A
B) Select appropriate strategies to navigate and access information for research and resource sharing	I	I/A	A
5) Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:			
(A) Acquire information including text, audio, video, and graphics	I	I/A	A
(B) Use on-line help	I	I/A	A
(6) Information acquisition. The student evaluates the acquired electronic information. The student is expected to:			
(A) Determine the success of strategies used to acquire electronic information	I	I/A	A
(B) Determine the usefulness and appropriateness of digital information.	I	I/A	A

(7) Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:

(A) Use software programs with audio, video, and graphics to enhance learning experiences	I	A	A
(B) Use appropriate software, including the use of word processing and multimedia, to express ideas and solve problems.	I	A	A

(8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:

(A) Use communication tools to participate in group projects	I	A	A
(B) Use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment.	I	A	A

(9) Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:

(A) Use software features, such as on-line help, to evaluate work progress;	I	I/A	A
(B) Use software features, such as slide show previews, to evaluate final product.	I	A	A

(10) Communication. The student formats digital information for appropriate and effective communication. The student is expected to:

(A) Use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience;	I	A	A
(B) Use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays and printed materials.	I	A	A

(11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:

(A) Publish information in a variety of media including, but not limited to, printed copy or monitor display;	I	A	A
(B) Publish information in a variety of media including, but not limited to, stored files or video.	I	A	A

(12) Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

(A) Select representative products to be collected and stored in an electronic evaluation tool;	I	A	A
(B) Evaluate the product for relevance to the assignment or task.	I	A	A



*Birdville Independent School District
Grades 3-5 Technology Applications TEKS
Literacy Guide*

Upon Completion of Grade 5:

Students are expected to:

- ④ Utilize input and output devices at a mastery level.
- ④ Have the ability to discuss the use of technology as related to daily activities.
- ④ Have the ability to discuss issues related to responsible use of technology and describe the consequences for improper use.
- ④ Use productivity tools to support personal productivity and facilitate learning within the curriculum.
- ④ Use technology tools to create products for publication and display.
- ④ Have the ability to access information remotely and communicate with others to support independent learning.
- ④ Use technology resources for problem solving and extended learning activities.
- ④ Have the ability to select the appropriate productivity tools to express and idea or complete an electronic project.
- ④ Have the ability to determine usefulness of a technology resource as related to individual learning.
- ④ Have the ability to evaluate the accuracy, relevance and appropriateness of an electronic resource.
- ④ Have the ability to access a variety of media types to be used as resources to facilitate individualized learning.



Technology Applications TEKS
 Scope and Sequence
Grade 3 – Grade 5
 I=Introduced A=Applied M=Mastery

Performance Descriptor	3	4	5
(1) Foundations: The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:			
A) Uses technology terminology appropriate to task and grade level	I/A	I/A	I/A
B) Save and delete files, uses menu options and commands, and work with more than one software application;	I	I	M
(C) identify and describe the characteristics of digital input, processing, and output	A	A	M
(D) Delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity	I	A	A
E) Access remote equipment on a network such as a printer or other peripherals.	I	A	M
2) Foundations: The student uses data input skills appropriate to the task. The student is expected to:			
(A) Use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, digital camera or touch screen	A	A	M

(B) Use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns as grade-level appropriate	A	A	M
(C) Demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate	A	A	M
(D) Produce documents at the keyboard, proofread, and correct errors	A	A	M
(E) Use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate	A	A	M
(F) Demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of instruction.	I	A	M

3) Foundations. The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

A) Follow acceptable use policies when using computers.	A	A	M
(B) Model respect of intellectual property by not illegally copying software or another individual's electronic work.	A	A	M

(4) Information acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

A) Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies;	A	A	M
(B) Select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing.	I	A	A

5) Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

(A) Acquire information including text, audio, video, and graphics	A	A	M
(B) Use on-line help and documentation	A	A	M

(6) Information acquisition. The student evaluates the acquired electronic information. The student is expected to:

(A) Apply critical analysis to resolve information conflicts and validate information;	I	A	A
(B) Determine the success of strategies used to acquire electronic Information;	A	A	M
(C) Determine the usefulness and appropriateness of digital information.	A	A	M
(7) Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:			
(A) Use software programs with audio, video, and graphics to enhance learning experiences	A	A	M
(B) Use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia;	A	A	M
(C) Use a variety of data types including text, graphics, digital audio, and video	I	A	A
(8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:			
(A) Use communication tools to participate in group projects	A	A	M
(B) Use interactive technology environments, such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or on-line interactive lessons, to manipulate information	A	A	M
(C) Participate with electronic communities as a learner, initiator, contributor, or mentor	I	A	A
(9) Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:			
(A) Use software features, such as on-line help, to evaluate work progress;	A	A	M
(B) Use software features, such as slide show previews, to evaluate final product	A	A	M
(10) Communication. The student formats digital information for appropriate and effective communication. The student is expected to:			
(A) Use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience;	A	A	M
(B) Use font attributes, color, white space, and graphics to	A	A	M

ensure that products are appropriate for the communication media including multimedia screen displays, Internet documents, and printed materials.			
(c) Use appropriate applications including, but not limited to, spreadsheets and databases to develop charts and graphs by using data from various sources.	I	A	A
(11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:			
(A) Publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video	A	A	M
(B) Use presentation software to communicate with specific audiences.	A	A	M
(12) Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:			
(A) Select representative products to be collected and stored in an electronic evaluation tool;	A	A	M
(B) Evaluate the product for relevance to the assignment or task.	A	A	M
(C) Create technology assessment tools to monitor progress of project such as a checklist, timeless, or rubrics	I	A	M



Elementary Technology Applications TEKS Literacy Guide Kindergarten

Vocabulary: Learn grade level appropriate technology terminology. 1A		
Mouse	Mouse pad	Monitor
Keyboard	Computer	Printer
Desktop	Cursor	Click
Double-click	Network folder	Username
Password	Log on/Log off	CD-ROM/CD-ROM Drive
Save/Save As	Print	Click-and-Drag
Network	Portfolio	Internet

Skills/Foundations:
Use My Computer to navigate to available drives. 2C
Open programs by using the mouse to single click/ Enter or double click program icons (shortcuts) on the desktop. 1B
Exit Programs by clicking on the “X” in the upper right hand corner of a program window. 1B
Use mouse to perform single-click, double-click, and click and drag functions with the left mouse button only. 2A
Use the mouse to scroll up or down within a window by clicking the up or down arrows. 2A
Navigate through an appropriate program. 2A
Print a document. 1C
Use draw tools through <i>Microsoft Paint</i> or <i>KidPix</i> . 7A
Create, name, and save files. 1BM

Networking:

Log on to the BISD network using personal username by the end of the first semester. 1C

Log off network. 1C

Create, name, and save files to personal drive on the network. 1B

Access files from the network folder drive. 1C

Print to a networked printer using the printer icon. 1C

Acceptable Use:

Knows not to use other's work 3A, 3B

Knows it is inappropriate to access another individual's file. 3B

Teachers will explain the rules included in the *BISD Acceptable Use Policy* and model appropriate use of the computer.

Student will demonstrate an understanding of the rules when accessing BISD computers. 3A

Information Acquisition:

With teacher assistance, acquire information that is in the form of text, graphics, audio, and video. 5A

Problem Solving:

Use software to express ideas and solve problems.

This can include, but is not limited to text, graphics, charts, multimedia, and visual organizers. 7A, 7B

Use communication tools to acquire and share information and solve problems (e.g. distance learning). 8A

Software Applications:

Word Processing (*Microsoft Word*):

Create a new document or open an existing one. 1B, 2D

Enter text. 2D

Change font size. 10A

Use the **Backspace** key to delete text. 2D

Use the **Shift** key to make capital letters. 2D

Multimedia (*PowerPoint*):

Open an existing presentation from the network folder. 7A, &B

Use a teacher-created template to complete an activity. 7A, 7B

Add text to slides. 11A, 11B

Paint (*KidPix*)

Open a new picture or an existing picture. 7A

Use **paint tools** and background textures. 7A

Use the **picture stamps** for illustrations. 7A

Use the **letter stamps** to create words. 7A

Use the **text box tool** to write words or sentences. 7A

Use the **eraser tool** to delete painted text or illustrations. 7A

Use the **dynamite tool** to clear work area. 7A

Use the **undo tool** to undo the last action. 7A

Graphic Organizer (*Kidspiration/Inspiration*):

Open a teacher-created template and complete an activity. 7A

Open a *Kidspiration* or *Inspiration* template to complete an activity. 7A, 11A

Internet Browser (*Internet Explorer*):

Click on a link to view a web site. 8B

Use the **Back**, **Forward**, and **Home** buttons to navigate. 8B

Communication:

Use desktop publishing techniques to create effective documents and presentations (begin to make good choices with regard to font, white space, and contrast). 10A, 10B, 11A, 11B

Display work for a variety of audiences in a variety of forms (print, monitor, projector, and video). 11A, 11B

Select representative products to be collected and stored in an electronic portfolio with teacher assistance. 12A

Begin to evaluate products created. 12B

PreK/Kindergarten Technology Terminology

Mouse	 <p>A device that controls the pointer on the screen.</p>
Mouse pad	 <p>Pad on which a mouse operates.</p>
Monitor	 <p>A display screen designed as an output device for a computer.</p>
Keyboard	 <p>An input device with keys that has letters, numbers, or symbols used to enter information into a computer.</p>
Computer	 <p>An electronic machine that can perform calculations and can process a large amount of information accurately and much more rapidly than the human brain.</p>
Printer	 <p>A mechanical output device that can print text and graphics on paper.</p>
Desktop	 <p>The area on the screen where you move windows and icons around.</p>
Cursor	 <p>A highlighted or bright (sometimes blinking) line or other mark that shows where information is being input; that is, where the next letter or character will appear.</p>
Click	 <p>To press and release a button one time on the mouse.</p>

Double-click	 <p>The process of pressing the mouse button two times in rapid succession. Double-clicking is usually used to launch a program or open a file.</p>
Network folder	<p>Virtual drive in which a computer is connected. Information, programs, and files can be stored and retrieved here.</p>
Username	<p>The unique name provided to each user who has an account on the network. Sometimes referred to as a login name.</p>
Password	<p>***** A secret series of characters that enables a user to access a file, computer, or program.</p>
Log on	<p>Connecting with a computer network system, usually requiring the use of a username or password.</p>
Log off	<p>Exiting programs and disconnecting from the computer network system.</p>
Save	 <p>To store a file on diskette, hard drive, CD, or network folder for future use.</p>
Save As	 <p>Stores a file on a diskette, hard drive, CD, or network folder, and allows the user to name the file.</p>
Print	 <p>To produce a paper copy of information displayed on a monitor. A user can also print files, faxes, and screens.</p>
Click-and-drag	<p>A four-step process that moves an object across the screen and “drops” it into a new location.</p>
Network	 <p>The entire collection of computers</p>

	connected to a server with patch (network/internet) cables. The network allows users to share information from one networked computer to another.
Portfolio	A collection of a student's work.
Internet	 <p>The Internet is an international collection of interconnected, independent networks that support a common set of data communication protocols. The Internet provides connectivity and several applications such as email.</p>
CD-ROM	 <p>(Compact Disk Read Only Memory) CD-ROM readers can be attached to a computer and make available to it the large amounts of digitally encoded information stored on the round CR-ROM disks.</p>
CD-ROM drive	 <p>The drive that allows data to be recorded and read from CD's.</p>



* Shading indicates new skills for this grade level.

Elementary Technology Applications TEKS Literacy Guide Grade One

Vocabulary: Learn grade level appropriate technology terminology. 1A		
New:		
Icon	Email	My Computer
Delete	On-line	Webpage
Menu	CPU	Folder
Disk/Disk drive	Program	Taskbar
File	Shortcut	Server
Review:		
Mouse	Mouse pad	Monitor
Keyboard	Computer	Printer
Desktop	Cursor	Click
Double-click	Network folder	Username
Password	Log on/Log off	CD-ROM/CD-ROM drive
Save/Save As	Print	Click-and-Drag
Network	Portfolio	Internet

Skills/Foundations:

Use My Computer to navigate to available drives. 2C
Open programs by using the mouse to single click/ Enter ; double click program icons (shortcuts) on the desktop, and from Start, Programs and choosing appropriate programs. 1B
Exit Programs by clicking on the “X” in the upper right hand corner of a program window and by going clicking File and clicking Exit. 1B
Use mouse to perform single-click, double-click, and click and drag functions with the left mouse button only. 2A
Use the mouse to scroll up or down within a window by clicking and dragging the scroll bar or clicking the up or down arrows. 2A
Minimize windows (shrink to Taskbar) by clicking the underscore in the top right corner of any window. 2A
Click the minimized file in the taskbar to display the window. 2A
Open CD-ROM tray, insert CD, close CD-ROM tray, and access files/programs on CD. 2A
Use Save and Save As appropriately. Save As - Allows the destination, file name, and file type to be chosen. Save - Saves files using existing location, file name, and file type. 1B
Use the Undo feature in <i>Microsoft Office</i> applications to recover previous work (i.e. recover typed words , unpaste, unformat, etc.) 2D
Print documents. 1C
Use the laptops within the wireless lab (COWS). 2A
Navigate through appropriate programs. 2A
Use draw tools through <i>Microsoft Paint</i> or <i>KidPix</i> . 7A

Networking:
Log on to the BISD network using personal username by the end of the second six weeks. 1C
Log off network. 1C
Create, name, and save files to personal drive on the network. 1B
Access files from the network folder. 1C
Print to a networked printer using the printer icon or selecting Print from the File menu. 1C
Save files from the network folder by copying (by clicking and dragging the icon). Example: Students drag and drop to their desktop a copy of a teacher-made template that they will complete. 1B, 1C

Acceptable Use:
Knows not to use other’s work 3A, 3B
Knows it is inappropriate to access another individual’s file. 3B

Teachers will explain the rules included in the *BISD Acceptable Use Policy* and model appropriate use of the computer.
Student will demonstrate an understanding of the rules when accessing BISD computers. 3A

Information Acquisition:

With teacher assistance, acquire information that is in the form of text, graphics, audio, multimedia, and video and save information for use in student projects consistent with copyright issues. 5A, 5B, 8A

Analyze the content ("*Is it what I need?*") obtained from the Internet. 6A, 6B

Problem Solving:

Use software to express ideas and solve problems.

This can include, but is not limited to text, graphics, charts, multimedia, visual organizers, and spreadsheets. 7A, 7B

Use preview options (e.g. **Print Preview, Slideshow/View Show in Microsoft PowerPoint**) to evaluate the results of work before final product is presented. 9B

Use communication tools to acquire and share information and solve problems (e.g. distance learning, email). 8A

Software Applications:

Word Processing (*Microsoft Word*):

Create a new document or open an existing one. 1B, 2D, 7B

Enter text. 2D

Change font size and type of font. 10A

Use the **Backspace** key to delete text. 2D

Use the **Shift** key to make capital letters and access punctuation marks. 2D

Insert clipart from **Clipart Gallery**. 10A

Multimedia (*PowerPoint*):

Open an existing presentation from the network folder. 7A, 7B

Use a teacher-created template to complete an activity. 7A, 7B

Change font size and type. 10A, 10B

Insert *Clipart*. 10A, 10B

Add text to slides. 11A, 11B

Spreadsheet (*Excel*):

Open an existing spreadsheet on the network folder. 7A, 7B

Enter data in an existing template to complete an activity (e.g. have a spreadsheet set up so that students can enter data into the spreadsheet and a graph/chart will automatically be created with the results). 7B

Paint (*KidPix*):

Open a new picture or an existing picture. 7A

Use **paint tools** and background textures. 7A

Use the **picture stamps** for illustrations. 7A

Change the size of **picture stamp**. 7A

Use the **letter stamps** to create words. 7A

Use the **text box tool** to write words or sentences.

Use the **eraser tool** to delete painted text or illustrations. 7A

Use the **dynamite tool** to clear work area. 7A

Use the **undo tool** to undo the last action. 7A

Graphic Organizer (*Kidspiration/Inspiration*):

Open a *Kidspiration/Inspiration* template or a teacher-created template to complete an activity. 7A, 11A

Insert symbols or pictures into a diagram. 7B

Insert text. 7B

Change the font size and type. 10A

Internet Browser (*Internet Explorer*):

Click on a link to view a web site. 8B

Use the **Back**, **Forward**, and **Home** buttons to navigate. 8B

Communication:

Use desktop publishing techniques to create effective documents and presentations (**continue** to learn to make good choices with regard to font, white

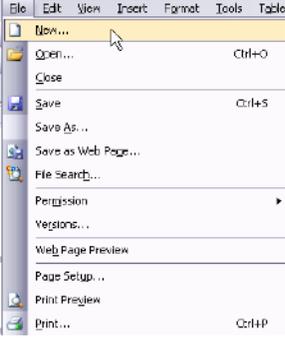
space, and contrast). 10A, 10B, 11A, 11B

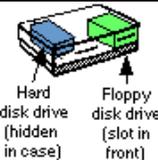
Display work for a variety of audiences in a variety of forms (print, monitor, projector, and video). 11A, 11B

Select representative products to be collected and stored in an electronic portfolio with teacher assistance. 12A

Continue to evaluate products created **for relevance to the assignment or task.** 12B

1st Grade Technology Terminology

<p>Icon</p>	 <p>A small image on the desktop that represents a program, file, or document.</p>
<p>Email</p>	 <p>(Electronic mail): Sending messages from one computer to another.</p>
<p>Delete</p>	<p>Erases information, text and images, from a document.</p>
<p>Menu</p>	 <p>A list of options from which to choose.</p>
<p>CPU</p>	 <p>The CPU (Central Processing Unit) is the “brains” of the computer. It is also known as the processor.</p>
<p>Webpage</p>	 <p>A file and associated files that appear in a web browser at one time.</p>

<p>My Computer</p>	 <p>A list of all the drives, network connections, and control panel items in your computer.</p>
<p>Disk</p>	 <p>The most common storage device used with computers.</p>
<p>Disk Drive</p>	 <p>A part of the computer that operates the disks that store information.</p>
<p>Program</p>	<p>A software program that allows you to do different things on the computer. <i>Microsoft Office, KidPix, Inspiration, etc.</i></p>
<p>Folder</p>	 <p>An area for storing files to keep them organized. Folders can be placed within other folders to assist with further organization.</p>
<p>File</p>	 <p>A collection of data or information that has a name.</p>
<p>Shortcut</p>	 <p>An icon that points to a program on the computer.</p>
<p>Taskbar</p>	 <p>The bar that is located at the bottom of the screen that lists all currently running programs and open folders.</p>
<p>Server</p>	 <p>A server is usually a computer that provides the information, files, Web pages, and other services to the client that logs on to it.</p>



*Shading indicates new skills for this grade level.

Elementary Technology Applications TEKS Literacy Guide Grade Two

Vocabulary: Learn grade level appropriate technology terminology. 1A		
New:		
Hard drive (c:)	Floppy drive (a:)	Hardware
Software	Paste	Cable
Window	Browser	Font
Text	Toolbar	Word processing
Document	Edit	Cut
Copy		
Review:		
Icon	Email	My Computer
Delete	On-line	Server
Menu	CPU	Webpage
Disk/Disk drive	Program	Folder
File	Shortcut	Taskbar

Skills/Foundations:
Use My Computer to navigate to available drives. 2C
Use Open and close programs using method of choice . 1B
Use mouse to perform single-click, double-click, and click and drag functions with the left mouse button only. 2A
Use the mouse to scroll up or down within a window by clicking and dragging the

scroll bar or clicking the up or down arrows. 2A
Minimize windows (shrink to Taskbar) by clicking the underscore in the top right corner of any window. 2A
Click the minimized file in the taskbar to display the window. 2A
Maximize or restore an opened window by clicking on the middle button in the upper-right corner of any window. 2A
Open CD-ROM tray, insert CD, close CD-ROM tray, and access files/programs on CD. 2A
Use Save and Save As appropriately. Save As - Allows the destination, file name, and file type to be chosen. Save - Saves files using existing location, file name, and file type. 1B
Use the Undo feature in <i>Microsoft Office</i> applications to recover previous work (i.e. recover typed words, unpaste, unformat, etc.) 2D
Take pictures using the digital camera. 2A
Print documents. 1C
Use the laptops within the wireless lab (COWS) and begin to use the touchpad as a mouse. 2A
Navigate through appropriate programs. 2A
Use Copy , Cut , and Paste functions to edit documents. 2D

Networking:
Log on to the BISD network using personal username by the end of the first six weeks. 1C
Log off network. 1C
Create, name, and save files to personal drive on the network. 1C
Access files from the network folder. 1C
Print to a networked printer using the printer icon or selecting Print from the File menu. 1C
Save files from the network folder by copying (by clicking and dragging the icon) or using the Save As feature within the program. 1B, 1C

Acceptable Use:
Knows not to use other's work. 3A, 3B
Knows it is inappropriate to access another individual's file. 3B
Student will demonstrate an understanding of the rules when accessing BISD computers. 3A
Teachers will reinforce rules included in the <i>BISD Acceptable Use Policy</i> and model appropriate use of the computer. 3A

Information Acquisition:

With teacher assistance, acquire information that is in the form of text, graphics, audio, and video and save information for use in student projects consistent with copyright issues. 5A, 5B, 8B

Analyze the content (*"Is it what I need?"*) obtained from the Internet. 6A, 6B

Problem Solving:

Use software to express ideas and solve problems.

This can include, but is not limited to text, graphics, charts, visual organizers, multimedia and spreadsheets. 7A, 7B

Use preview options (e.g. **Print Preview**, **Slideshow/View Show** in *Microsoft PowerPoint*) to evaluate the results of work before final product is presented. 9B 5B

Use communication tools to acquire and share information and solve problems (e.g. distance learning, email) 8A

Software Applications:

Word Processing (*Microsoft Word*):

Create a new document or open an existing one on the network folder. 1B, 2D, 7B

Enter text. 2D

Change font size, type, style (**bold, italicize, underline**), and color of font. 10A

Use the **Backspace** and **Delete** key to delete text. 2D

Use the **Shift** key to make capital letters and access punctuation marks. 2D

Insert pictures from **Clipart Gallery** and from **File** (e.g. **My Pictures**, network folder, digital camera, scanner, or other source). 2A, 10A

Multimedia (*PowerPoint*):

Open an existing presentation from the network folder. 7A, 7B

Use a teacher-created template to complete an activity. 7A, 7B

Create a new presentation. 7B

Insert at least 2 new slides. 7B

Change font size, type, style (**bold, italicize, underline**), and color. 10A

Insert pictures from **Clipart Gallery** and from **File** (e.g. **My Pictures**, network

folder, digital camera, scanner, or other source). 2A, 10A
Add text to slides. 11A, 11B
Use the Slide Sorter view to organize (change sequence) and edit presentation. 9a, 9B
Spreadsheet (<i>Excel</i>):
Open and existing spreadsheet on the network folder. 7A, 7B
Enter data in an existing template to complete an activity (e.g. have a spreadsheet set up so that students can enter data into the spreadsheet and a graph/chart will automatically be created with the results). 7B
Desktop Publishing (<i>Microsoft Publisher</i>):
Use a teacher-created template to complete an activity. 7B
Click in the text boxes and replace text. 2D
Paint (<i>KidPix</i>):
Open a new picture or an existing picture. 7A
Use paint tools and background textures. 7A
Use the picture stamps for illustrations. 7A
Change the size of picture stamp. 7A
Use the letter stamps to create words. 7A
Use the text box tool to write words or sentences. 7A
Use the eraser tool to delete painted text or illustrations. 7A
Use the dynamite tool to clear work area. 7A
Use the undo tool to undo the last action. 7A
Create a slide show. 7A, 7B, 11A
Graphic Organizer (<i>Kidspiration/Inspiration</i>):
Open a <i>Kidspiration/Inspiration</i> template or a teacher-created template to complete an activity. 7A, 11A
Insert symbols or pictures into a diagram. 7B
Insert text. 7B
Change the font size, type, style (bold, italicize, underline), and color. 10A
Use the Rapid Fire (<i>Inspiration</i>) tool to input ideas into a diagram. 8B
Internet Browser (<i>Internet Explorer</i>):
Click on a link to view a web site. 8B
Use the Back, Forward, and Home buttons to navigate. 8B

Conduct simple keyword searches using a grade-level appropriate/kid friendly search engine, such as *Yahooligans*. 4A, 4B, 8B

Gather information from the websites found from search results. 5A, 8B

Evaluate the effectiveness of search strategies. 6A

Determine whether web sites provide useful and appropriate information. 6B

Communication:

Display work for a variety of audiences in a variety of forms (print, monitor, projector, and video). 11A, 11B

Use desktop publishing techniques to create effective documents and presentations (make good choices with regard to font, white space, and contrast for readability). 10A, 10B, 11A, 11B

Proofread products and make improvements. 2D, 2E

Select representative products to be collected and stored in an electronic portfolio with teacher assistance. 12A

Evaluate products created for relevance to the assignment or task. 12A

2nd Grade Technology Terminology

<p>Hard drive (c:)</p>	<p style="text-align: center;">Hard Disk Drives</p>  <p>The large storage area on your computer in which documents, files, programs, and data are stored. The hard drive is usually assigned the drive letter of C and is often several gigabytes in size.</p>
<p>Floppy drive (a:)</p>	 <p>The unit into which a floppy disk is inserted to be read or written by the computer.</p>
<p>Cable</p>	<p>A cable is a long, rubber-coated bundle of wires, with plugs on either end, which connects computer parts.</p> 
<p>Window</p>	 <p>A rectangle on the screen that displays information. A window can contain small images (icons), a document, or an application.</p>
<p>Browser</p>	 <p>Software used to access the World Wide Web (Internet) to view text, as well as a variety of other media types.</p>
<p>Font</p>	 <p>A set of characters with a particular design and size.</p>

Toolbar	 <p>A row or column of on-screen buttons used to activate functions in the application. Some toolbars are customizable, letting you add and delete buttons as required.</p>
Hardware	 <p>The parts of a computer system that you can touch. Examples of hardware are input devices like keyboards and mice, and output devices such as printers and monitors.</p>
Software	 <p>Software is the programs that run on a computer.</p>
Word processing	 <p>Software that can be used to produce documents, including letters, reports, stories, etc.</p>
Document	 <p>A word processing file.</p>
Text	 <p>Letters within a document.</p>
Edit	<p>To make corrections and revisions.</p>
Copy	<p>To make an exact duplicate of information in a document so it can be placed in a new location.</p>
Cut	<p>Deletion of text or graphics that is subsequently copied and can be placed in a new location.</p>
Paste	<p>To place text or graphics in a new location.</p>



*Shading indicates new skills for this grade level.

Elementary Technology Applications TEKS Literacy Guide Grade Three

Vocabulary: Learn grade level appropriate technology terminology. 1A		
New:		
Format	Style	Program/application
File/document	Scanner	Digital format
Spreadsheet	Hyperlink	Word processor
Taskbar	Database	Search engine
Review:		
Hard drive (c:)	Floppy drive (a)	Hardware
Software	Paste	Cable
Window	Browser	Font
Text	Toolbar	Word processing
Document	Edit	Cut
Copy		

Skills/Foundations:
Use My Computer to navigate to available drives. 2C
Open and close programs using method of choice. 1B
Use mouse to perform single-click, double-click, and click and drag functions with the left and right mouse buttons. 2A

Use the mouse to scroll up or down within a window by clicking and dragging the scroll bar or clicking the up or down arrows. 2A
Minimize, maximize, and restore windows as needed. 2A
Open CD-ROM tray, insert CD, close CD-ROM tray, and access files/programs on CD. 2A
Understand and properly use Save and Save As appropriately. Save As - Allows the destination, file name, and file type to be chosen. Save - Saves files using existing location, file name, and file type. 1B
Use the Undo feature in <i>Microsoft Office</i> applications to recover previous work (i.e. recover typed words, unpaste, unformat, etc.) 2D
Take pictures using a digital camera and upload them to a computer. 2A
Print documents. 1E
Use the scanner to digitize images and use them within an application. 2A, 7C
Use the laptops within the wireless lab (COWS) applying skills learned to use the touchpad as a mouse. 2A
Navigate through appropriate programs. 2A
Use Copy, Cut, and Paste functions to edit documents. 2D, 7B, 7C
Use the Help menu to type in a keyword and/or look at the available list of topics. 9A
Use the Print Preview, Slideshow/View Show, and Slide Sorter View features available in programs to view files for proper format prior to printing. 9B

Networking:
Log on to the BISD network using personal username by the end of the first six weeks. 1E
Log off network. 1E
Create, name, and save files to personal drive on the network. 1B
Access files from the network folder. 1E
Print to a networked printer using the printer icon or selecting Print from the File menu. 1E
Select and print to the appropriate networked printer. 1E
Save files from the network folder by copying (by clicking and dragging the icon) or using the Save As feature within the program. 1B

Acceptable Use:
Knows not to use other's work. 3B
Knows it is inappropriate to access another individual's file. 3B
Knows it is not appropriate to copy/load software for which you do not have a license. 3B
Student will demonstrate an understanding of the rules when accessing BISD computers. 3A

Teachers will reinforce the rules included in the *BISD Acceptable Use Policy* and model appropriate use of the computer. 3A

Information Acquisition:

Acquire information that is in the form of text, graphics, audio, and video and save information for use in student projects consistent with copyright issues, with teacher assistance, **as needed**. 5A, 4A, 4B

Analyze the content ("*Is it what I need?*") **and validate the quality ("Is the information accurate?")** of information obtained from the Internet. 6A, 6B, 6C

Problem Solving:

Use software to express ideas and solve problems.

This can include, but is not limited to text, graphics, charts, and visual organizers, multimedia and spreadsheets. 7A, 7B, 7C, 10C

Use communication tools to acquire and share information and solve problems (e.g. distance learning, email). 8A, 8B, 8C

Software Applications:

Word Processing (*Microsoft Word*):

Create a new document or open an existing one on the network folder. 2D, 2E

Enter text. 2C, 2D

Change font size, type, style (**bold, italicize, underline**), and color of font. 10A, 10B

Use **Alignment** tools to format text (**left, right, center, justify**). 10A, 10B

Format text by using **Bullets and Numbering**. 10A, 10B

Use the **Backspace** and **Delete** key to delete text. 2D

Use the Shift key to make capital letters and access punctuation marks. 2C, 2D

Insert pictures from **Clipart Gallery** and from **File** (e.g. **My Pictures**, network folder, digital camera, scanner, or other source). 2A, 10A

Move and resize clipart and or images by right-clicking on the image, selecting **Format Picture**, clicking the **Layout** tab, and choosing the appropriate **Wrapping Style** or using the **Picture Toolbar**. 7A, 10A

Multimedia (*PowerPoint*):

Create a new presentation or open an existing presentation on the network folder. 7A, 7B, 1E
Use a teacher-created template to complete an activity. 7A, 7B
Add text to slides. 11A, 11B
Insert multiple New Slides. 7A, 7B
Change font size, type, style (bold, italicize, underline), and color. 10A, 10B
Use Alignment tools to format text (left, right, center, justify). 10A, 10B
Format text by using Bullets and Numbering . 10A, 10B
Insert pictures from Clipart Gallery and from File (e.g. My Pictures , network folder, digital camera, scanner, or other source). 2A, 10A
Change backgrounds by selecting Format from the menu bar and choosing Background . 10A, 10B
Use the Slide Sorter view to organize (change sequence) and edit presentation. 9A, 9B
Spreadsheet (Excel):
Open and existing spreadsheet on the network folder. 1E, 10C
Enter data in an existing template to complete an activity (e.g. have a spreadsheet set up so that students can enter data into the spreadsheet and a graph/chart will automatically be created with the results). 7B, 10C
Identify and locate cells, rows, and columns. 7B, 7C
Create a spreadsheet by entering text, and values (numeric). 7B, 10C
Use Chart Wizard to create charts/graphs as grade level and task appropriate to express ideas and solve problems. 7B, 10C
Change the font size, type, style (bold, italicize, underline), and color. 10A, 10B
Desktop Publishing (Publisher):
Use a teacher-created template to complete an activity. 1E, 7A, 7C
Click in the text boxes and replace text. 2D
Insert pictures from Clipart Gallery and from File (e.g. My Pictures , network folder, digital camera, scanner, or other source). 2A, 10A
Paint (KidPix):
Open a new picture or an existing picture. 7A
Use paint tools and background textures. 7A
Use the picture stamps for illustrations. 7A
Change the size of picture stamp. 7A
Use the letter stamps to create words. 7A
Use the text box tool to write words or sentences. 7A

Use the eraser tool to delete painted text or illustrations. 7A
Use the dynamite tool to clear work area. 7A
Use the undo tool to undo the last action. 7A
Create a slide show. 7A
Graphic Organizer (<i>Kidspiration/Inspiration</i>):
Open a <i>Kidspiration/Inspiration</i> template or a teacher-created template to complete an activity. 7A, 11A
Insert symbols or pictures into a diagram. 7C
Insert text. 7C
Change the font size, type, style (bold, italicize, underline), and color. 10A, 10B
Use the link tool to connect objects within a diagram. 7A
Compile notes and ideas into outlines using the outline view and diagram view (<i>Inspiration</i>). 7A, 7C
Use the Rapid Fire tool (<i>Inspiration</i>) to input ideas into a diagram. 7A, 7B, 7C
Internet Browser (<i>Internet Explorer</i>):
Click on a link to view a web site. 5A
Use the Back, Forward, and Home buttons to navigate. 5A, 5B
Conduct simple keyword searches using a grade-level appropriate/kid friendly search engine, such as <i>Yahooligans</i> . 4A, 4B, 5A
Gather information from the websites found from search results. 5A, 5B
Evaluate the effectiveness of search strategies. 6A, 6B
Determine whether web sites provide useful and appropriate information. 6C
Use the acquired information in the creation of products. 11A
Use the web to tour virtual environments, remote locations, and/or explore on line interactive lessons. 8B

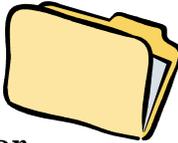
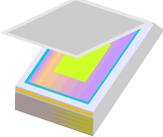
Communication:
Display work for a variety of audiences in a variety of forms (print, monitor, projector, and video). 10B
Use desktop publishing techniques to create effective documents and presentations (make good choices with regard to font, white space, and contrast for readability). 10A
Create charts/graphs using spreadsheets/databases and extract information from them. 10C
Proofread products and make improvements. 2D, 2E

Use tools such as checklists, timelines, and rubrics to evaluate products and determine relevancy to task and specific lesson objectives. 12B

Select representative products to be collected and stored in an electronic portfolio with teacher assistance. 12A

Evaluate products created for relevance to the assignment or task. 12A

3rd Grade Technology Terminology

Format	 <p>Format is the structure, or layout, of an item. Screen formats are the layout of fields on the screen.</p>
Style	<p>A general term related to the overall appearance of the text in a document.</p>
Program/Application	 <p>A software program that allows you to do different things on the computer.</p>
File/Document	 <p>A computer file is created using an applications program, for example, a database, spreadsheet, illustration, or text file.</p>
Scanner	 <p>A device that "takes a picture" of something and turns it into a computerized image.</p>
Digital Format	 <p>Processing, operating on, storing, transmitting, representing, or displaying data in the form of numerical digits, as in a digital</p>

	computer.																						
Spreadsheet	<table border="1"> <thead> <tr> <th></th> <th>A</th> <th>B</th> <th>C</th> </tr> </thead> <tbody> <tr> <td>1</td> <td></td> <td>Dogs</td> <td>Cats</td> </tr> <tr> <td>2</td> <td>Girls</td> <td>12</td> <td>15</td> </tr> <tr> <td>3</td> <td>Boys</td> <td>7</td> <td>12</td> </tr> <tr> <td>4</td> <td>Total</td> <td>19</td> <td>27</td> </tr> </tbody> </table> <p style="text-align: center;">Cell</p>		A	B	C	1		Dogs	Cats	2	Girls	12	15	3	Boys	7	12	4	Total	19	27	<p>A spreadsheet is a document that helps you organize data in rows and columns of cells.</p>	
	A	B	C																				
1		Dogs	Cats																				
2	Girls	12	15																				
3	Boys	7	12																				
4	Total	19	27																				
Hyperlink	<p>Hyperlinks are the easy-to-spot <u>underlined</u> words or phrases you click in World Wide Web documents to jump to another screen or page.</p>																						
Database	<p>A database is an organized collection of information. It is like a box of 3x5 cards that you can search, sort and analyze rapidly with a database program.</p>																						
Search Engine	 <p>A tool or program that allows keyword searching for relevant sites or information on the Internet.</p>																						



*Shading indicates new skills for this grade level.

Elementary Technology Applications TEKS Literacy Guide Grade Four

Vocabulary: Learn grade level appropriate technology terminology. 1A		
New:		
Title bar	Input	Output
Graphic	Presentation	Multimedia
File extension	Netiquette	Field
Modem	Virus	Searching
Download	Navigate	
Review:		
Format	Style	Program/application
File/document	Scanner	Digital format
Taskbar	Hyperlink	Search engine
Spreadsheet	Database	

Skills/Foundations:
Use My Computer to navigate to available drives. 2C
Open and close programs using method of choice. 1B

Use mouse to perform single-click, double-click, and click and drag functions with the left and right mouse buttons. 2A
Use the mouse to scroll up or down within a window by clicking and dragging the scroll bar or clicking the up or down arrows. 2A
Minimize, maximize, and restore windows as needed. 2A
Open CD-ROM tray, insert CD, close CD-ROM tray, and access files/programs on CD. 2A
Understand and properly use Save and Save As appropriately. Save As - Allows the destination, file name, and file type to be chosen. Save - Saves files using existing location, file name, and file type. 1B
Use the Undo feature in <i>Microsoft Office</i> applications to recover previous work (i.e. recover typed words, unpaste, unformat, etc.). 2D
Take pictures using a digital camera and upload them to a computer or network folder. 2A, 1E
Print documents. 1E
Use the scanner to digitize images and use them within an application. 2A, 7C
Use the laptops within the wireless lab (COWS) applying skills learned to use the touchpad as a mouse. 2A
Navigate through appropriate programs. 2A
Use Copy, Cut, and Paste functions to edit documents. 2D, 7B, 7C
Use the Help menu to type in a keyword and/or look at the available list of topics. 9A
Use the Print Preview, Slideshow/View Show, and Slide Sorter View features available in programs to view files for proper format prior to printing. 9B
Use two or more software applications at the same time by tiling the windows vertically or horizontally. 1B
Use the Ctrl+Alt+Delete keys to unfreeze the computer. 1B
Right-click on files, folders, icons, and within applications to access menu options. 2A
Delete files within personal network folder by right-clicking the file icon and choosing delete. 2A

Networking:
Log on to the BISD network using personal username by the end of the first six weeks. 1E
Log off network. 1E
Create, name, and save files to personal directory on the network. 1B
Access files from network folders. 1D, 1E
Print to a networked printer using the printer icon or selecting Print from the File menu. 1E
Select and print to the appropriate networked printer. 1E
Save and Copy files from the network folder by copying (by clicking and dragging the icon) or using the Save As feature within the program. 1B

Acceptable Use:

Knows not to use other's work. 3B

Knows it is inappropriate to access another individual's file. 3B

Knows it is not appropriate to copy/load software for which you do not have a license. 3B

Student will demonstrate an understanding of the rules when accessing BISD computers. 3A

Teachers will reinforce the rules included in the *BISD Acceptable Use Policy* and model appropriate use of the computer. 3A

Information Acquisition:

Acquire information that is in the form of text, graphics, audio, and video and save information for use in student projects consistent with copyright issues, with teacher assistance, as needed. 5A, 4A, 4B

Analyze the content ("*Is it what I need?*") and validate the quality ("*Is the information accurate?*") of information obtained from the Internet. 6A, 6B, 6C

Problem Solving:

Use software to express ideas and solve problems.

This can include, but is not limited to text, graphics, charts, and visual organizers, multimedia, and spreadsheets. 7A, 7B, 7C, 10C

Use communication tools to acquire and share information and solve problems (e.g. distance learning, **discussion groups**, **Blogs**, email). 8A, 8B, 8C

Software Applications:

Word Processing (*Microsoft Word*):

Create a new document or open an existing one on the network folder. 2D, 2E

Enter text. 2C, 2D

Change font size, type, style (**bold**, **italicize**, **underline**), and color of font. 10A, 10B

Use **Alignment** tools to format text (**left**, **right**, **center**, **justify**). 10A, 10B

Format text by using **Bullets and Numbering**. 10A, 10B

Use the **Spelling and Grammar** and **Thesaurus** features to edit documents.

2D, 9A

Understand **AutoCorrect** feature for spelling and grammar (Red underline-misspelling, green underline-grammar). Correct these by right-clicking on the underlined word(s) and selecting the appropriate option. 2D, 9A

Use the **Backspace** and **Delete** key to delete text. 2D

Use the **Shift** key to make capital letters and access punctuation marks. 2C, 2D

Insert pictures from **Clipart Gallery** and from **File** (e.g. **My Pictures**, network folder, digital camera, scanner, or other source). 2A, 10A

Move and resize clipart and or images by right-clicking on the image, selecting **Format Picture**, clicking the **Layout** tab, and choosing the appropriate **Wrapping Style** or using the **Picture Toolbar**. 7A, 10A

Adjust margins, page orientation, and vertical alignment using **Page Setup** under the **File** menu. 2D

Insert **Headers and Footers** using the **View** menu. 2D

Multimedia (*PowerPoint*):

Create a new presentation or open an existing presentation on the network folder. 7A, 7B, 1E

Use a teacher-created template to complete an activity. 7A, 7B

Add text to slides. 11A, 11B

Insert multiple **New Slides**. 7A, 7B

Change font size, type, style (**bold**, **italicize**, **underline**), and color. 10A, 10B

Use **Alignment** tools to format text (**left**, **right**, **center**, **justify**). 10A, 10B

Format text by using **Bullets and Numbering**. 10A, 10B

Use the **Spelling and Grammar** and **Thesaurus** features to edit documents. 2D, 9A

Insert pictures from **Clipart Gallery** and from **File** (digital camera, scanner, or other source). 2A, 10A

Change backgrounds by selecting **Format** from the menu bar and choosing **Background**. 10A, 10B

Use the **Slide Sorter view** to organize (change sequence) and edit presentation. 9A, 9B

Remove individual slides in the **Slide Sorter view** by right-clicking and choosing **Delete**. 2A, 9B

Spreadsheet (*Excel*):

Open and existing spreadsheet on the network folder. 1E, 10C

Enter data in an existing template to complete an activity (e.g. have a spreadsheet set up so that students can enter data into the spreadsheet and a graph/chart will automatically be created with the results). 7B, 7C

Identify and locate **cells**, **rows**, and **columns**. 7B, 7C

Create a spreadsheet by entering text, and values (numeric) and **simple formulas**.

7B 10C

Use **Chart Wizard** to create charts/graphs as grade level and task appropriate to express ideas and solve problems. 7B, 10C

Format cells by changing column width and row height. 10A, 10B

Change the font size, type, style (**bold, italicize, underline**), and color. 10A, 10B

Use the Spelling and Grammar feature to edit spreadsheets. 2D, 9A

Desktop Publishing (*Publisher*):

Use a teacher-created template to complete an activity. 1E, 7A, 7C

Select a document type and use the Publisher Wizard to choose a design, color scheme, and layout. 7B, 9A, 10A

Click in the text boxes and replace text. 2D

Use the Spelling Check features to edit documents. 9A

Insert pictures from **Clipart Gallery** and from **File** (digital camera, scanner, or other source). 2A, 10A

Right-click on images, choose Change Picture, Picture, and Clipart to replace existing picture with another selection. 10A

Paint (*KidPix*):

Use skills mastered at previous grade levels to complete products that are task appropriate, express ideas, and solve problems. 7A

Graphic Organizer (*Kidspiration/Inspiration*):

Open a *Kidspiration/Inspiration* template or a teacher-created template to complete an activity. 7A, 11A

Insert symbols or pictures into a diagram. 7C

Insert text. 7C

Change the font size, type, style (**bold, italicize, underline**), and color. 10A, 10B

Use the link tool to connect objects within a diagram. 7A

Compile notes and ideas into outlines using the outline view and diagram view (*Inspiration*). 7A, 7C

Use the Spell Check icon to edit diagrams. 9A

Use the **Rapid Fire** tool (*Inspiration*) to input ideas into a diagram. 7A, 7B, 7C

Transfer completed diagram to Microsoft Word (*Inspiration*). 7A, 7C

Internet Browser (*Internet Explorer*):

Click on a link to view a web site. 5A

Use the Back , Forward , and Home buttons to navigate. 5A, 5B
Conduct simple keyword searches using a grade-level appropriate/kid friendly search engines, such as Yahoo!igans. 4A, 4B, 5A
Gather information from websites found from search results. 5A, 5B
Evaluate the effectiveness of search strategies. 6A, 6B
Determine whether web sites provide useful and appropriate information. 6C
Use the acquired information in the creation of products. 11A
Use the web to tour virtual environments, remote locations, and/or explore on line interactive lessons. 8B
Recognize and identify sources of URL suffixes including, but not limited to, .org .com, .edu, .gov, and .net. 6A

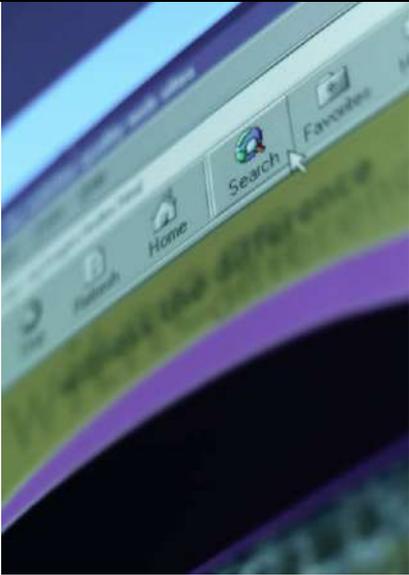
Communication:

Display work for a variety of audiences in a variety of forms (print, monitor, projector, and video). 10B
Use desktop publishing techniques to create effective documents and presentations (make good choices with regard to font, white space, and contrast for readability). 10A
Proofread products and make improvements. 2D, 2E
Create charts/graphs using spreadsheets /databases and extract information from them. 10C
Use tools such as checklists, timelines, and rubrics to evaluate products and determine relevancy to task and specific lesson objectives. 12B
Select representative products to be collected and stored in an electronic portfolio with teacher assistance. 12A
Evaluate products created for relevance to the assignment or task. 12A

4th Grade Technology Terminology

<p>Title Bar</p>	 <p>The top portion of a computer window that gives the name of the application and the file name or the name of the Internet Web site being displayed.</p>
<p>Input</p>	 <p>To enter data or a program into a computer.</p>
<p>Output</p>	<p>The information produced by a program or process from a specific input.</p>
<p>Graphic</p>	 <p>A graphic display generated by a computer or an imaging device.</p>
<p>Presentation</p>	 <p>A show or display; the act of presenting something to sight or view; a visual representation of something.</p>
<p>Multimedia</p>	 <p>Of or relating to an application that can combine text, graphics, full-motion video, and sound into an integrated package.</p>
<p>File Extension</p>	<p>The portion of a filename (a period followed by one to three letters) which indicates the kind of</p>

	data stored in the file.
Netiquette	 <p>Etiquette practiced or advocated in electronic communication over a computer network.</p>
Field	A defined area such as adjacent columns on spreadsheet, used to record a type of information consistently.
Modem	 <p>Electronic equipment consisting of a device used to connect computers by a telephone line. This device transmits digital data over telephone wires by converting the data into an audio signal to send it, and converting an audio signal into data to receive it.</p>
Virus	 <p>A software program capable of reproducing itself and usually capable of causing great harm to files or other programs on the same computer.</p>

<p>Searching</p>	 <p>By using a search tool or search engine, you search a database, files, or a collection of sites of the entire World Wide Web. A search engine tool, such as <i>Google</i>, provides you with links to other pages. You click on these links to retrieve documents, images, sound, and more from individual servers around the world.</p>
<p>Download</p>	 <p>To transfer a file or program from a central computer to a smaller computer or to a computer at a remote location.</p>
<p>Navigate</p>	 <p>The act of moving through a webpage, website, or the World Wide Web.</p>



*Shading indicates new skills for this grade level.

Elementary Technology Applications TEKS Literacy Guide Grade Five

Vocabulary: Learn grade level appropriate technology terminology. 1A		
New:		
Byte	Kilobyte	Megabyte
Gigabyte	LAN	WAN
Peripherals	Operating system	Ethernet cable
Html	Simulations	
Review:		
Title bar	Input	Output
Graphic	Presentation	Multimedia
File extension	Netiquette	Field
Modem	Virus	Searching
Download	Navigate	

Skills/Foundations:
Use My Computer to navigate to available drives. 2C
Open and close programs using method of choice. 1B
Use mouse to perform single-click, double-click, and click and drag functions with the left and rights mouse buttons. 2A

Use the mouse to scroll up or down within a window by clicking and dragging the scroll bar or clicking the up or down arrows. 2A
Minimize, maximize, and restore windows as needed. 2A
Open CD-ROM tray, insert CD, close CD-ROM tray, and access files/programs on CD. 2A
Understand and properly use Save and Save As appropriately. Save As - Allows the destination, file name, and file type to be chosen. Save - Saves files using existing location, file name, and file type. 1B
Use the Undo feature in <i>Microsoft Office</i> applications to recover previous work (i.e. recover typed words, unprotect, unformat, etc.). 2D
Take pictures using the digital camera and upload them to a computer or network folder. 2A, 1E
Print documents. 1E
Use the scanner to digitize images and use them within an application. 2A, 7C
Use the laptops within the wireless lab (COWS) applying skills learned to use the touchpad as a mouse. 2A
Navigate through appropriate programs. 2A
Use Copy, Cut, and Paste functions to edit documents. 2D, 7B, 7C
Use the Help menu to type in a keyword and/or look at the available list of topics. 9A
Use the Print Preview, Slideshow/View Show, and Slide Sorter View feature available in most programs to view files for proper format prior to printing. 9B
Use two or more software applications at the same time by tiling the windows vertically or horizontally. 1B
Use the Ctrl+Alt+Delete keys to unfreeze the computer. 1B
Right-click on files, folders, icons, and within applications to access menu options. 2A
Delete files within personal network folder by right-clicking the file icon and choosing Delete . 2A

Networking:
Log on to the BISD network using personal username by the end of the first six weeks. 1E
Log off network. 1E
Create, name, and save files to personal directory on the network. 1B
Access files from the network folders. 1D, 1E
Rename files and folders with personal directory by right-clicking and choosing Rename . 1B
Adjust the View of files and folders within personal directory by selecting View from the menu bar and choosing Large Icon, Small Icon, List, or Details . 1B
Organize files and folders within a personal directory by selecting View from the menu bar, choosing Arrange Icons and making a selection. 1B

Print to a networked printer using the printer icon or selecting **Print** from the **File** menu. 1E

Select and print to the appropriate networked printer. 1E

Save and copy files from the network folder by copying (by clicking and dragging the icon) or using the **Save As** feature within the program. 1B

Acceptable Use:

Knows not to use other's work. 3B

Knows it is inappropriate to access another individual's file. 3B

Knows it is not appropriate to copy/load software for which you do not have a license. 3B

Student will demonstrate an understanding of the rules when accessing BISD computers. 3A

Teachers will reinforce the rules included in the *BISD Acceptable Use Policy* and model appropriate use of the computer. 3A

Information Acquisition:

Acquire information that is in the form of text, graphics, audio, and video and save information for use in student projects consistent with copyright issues, with teacher assistance, as needed. 5A, 4A, 4B

Analyze the content (*"Is it what I need?"*) and validate the quality (*"Is the information accurate?"*) of information obtained from the Internet. 6A, 6B, 6C

Problem Solving:

Use software to express ideas and solve problems.
This can include, but is not limited to text, graphics, charts, and visual organizers, and spreadsheets. 7A, 7B, 7C, 10C

Use preview options to evaluate the results of work before final product is presented. 9A

Use communication tools to acquire and share information and solve problems (e.g. distance learning, discussion groups, Blogs, email, and web pages). 8A, 8B, 8C, 11A

Software Applications:

Word Processing (*Microsoft Word*):

Create a new document or open an existing one on the network folder. 2D, 2E

Enter text. 2C, 2D

Change font size, type, style (**bold, italicize, underline**), and color of font. 10A, 10B

Use **Alignment** tools to format text (**left, right, center, justify**). 10A, 10B

Format text by using **Bullets and Numbering**. 10A, 10B

Use the **Spelling and Grammar** and **Thesaurus** features to edit documents. 2D, 9A

Understand **AutoCorrect** feature for spelling and grammar (Red underline-misspelling, green underline-grammar). Correct these by right-clicking on the underlined word(s) and selecting the appropriate option. 2D, 9A

Use the **Backspace** and **Delete** keys to delete text. 2D

Use the **Shift** key to make capital letters and access punctuation marks. 2C, 2D

Insert pictures from **Clipart Gallery** and from **File** (e.g. **My Pictures**, digital camera, scanner, or other source). 2A, 10A

Move and resize clipart and/or images by right clicking on the image, selecting **Format Picture**, clicking the **Layout** tab, and choosing the appropriate **Wrapping Style**, or using the **Picture Toolbar**. 7A, 10A

Adjust margins, page orientation, and vertical alignment using **Page Setup** under the **File** menu. 2D

Insert **Headers and Footers** using the **View** menu. 2D

Create a **table** to structure and organize information. 10C

Access available toolbars (**Standard, Formatting, Drawing, etc.**) by selecting **View** from the menu bar and choosing **Toolbars**. 1B

Use **Draw** tools (**WordArt, Text Box, Paint Bucket, Lines and Arrows, and AutoShapes**). 10A, 10B

Set **Columns**. 10A, 10B, 10C

Set **Page/Section Breaks**. 10A, 10B

Multimedia (*PowerPoint*):

Create a new presentation or open an existing presentation on the network folder. 7A, 7B, 1E

Use a teacher-created template to complete an activity. 7A, 7B

Insert multiple **New Slides**. 7A, 7B

Add text to slides. 11A, 11B

Change font size, type, style (**bold, italicize, underline**), and color. 10A, 10B

Use **Alignment** tools to format text (**left, right, center, justify**). 10A, 10B

Format text by using **Bullets and Numbering**. 10A, 10B

Use the **Spelling and Grammar** and **Thesaurus** features to edit documents. 2D, 9A

Insert pictures from Clipart Gallery and from File (e.g. My Pictures , digital camera, scanner, or other source). 2A, 10A, 1C
Change backgrounds by selecting Format from the menu bar and choosing Background . 10, 10B
Use the Slide Sorter view to organize (change sequence) and edit presentation. 9A, 9B
Remove individual slides in the Slide Sorter view by right-clicking and choosing Delete . 2A, 9B
Use Design Templates to customize presentations. 10A, 10B
Add and remove text boxes. 10A, 10B
Access available toolbars (Standard, Formatting, Drawing , etc.) by selecting View from the menu bar and choosing Toolbars . 1B
Use Draw tools (WordArt, Text Box, Paint Bucket, Lines and Arrows, and AutoShapes). 10A, 10B
Edit Slide Transitions and Custom Animation to enhance presentations. 11A, 11B
Insert sound file or record voice into presentation. 11A, 7B, 7C
Insert video taken with digital camera, video camera, or other source. 7C
Spreadsheet (Excel):
Open and existing spreadsheet on the network folder. 1E, 10C
Enter data in an existing template to complete an activity (e.g. have a spreadsheet set up so that students can enter data into the spreadsheet and a graph/chart will chart the results). 7B, 7C
Identify and locate cells, rows, and columns . 7B, 7C
Create a spreadsheet by entering text, and values (numeric) and simple formulas. 7B, 10C
Use Chart Wizard to create charts/graphs as grade level and task appropriate to express ideas and solve problems. 7B, 10C
Format cells by changing column width and row height. 10A, 10B
Change the font size, type, style (bold, italicize, underline), and color. 10A, 10B
Use the Spelling and Grammar feature to edit spreadsheets. 2D, 9A
Insert and delete columns and rows. 1B
Access available toolbars (Standard, Formatting, Drawing , etc.) by selecting View from the menu bar and choosing Toolbars . 1B
Use Draw tools (WordArt, Text Box, Paint Bucket, Lines and Arrows, and AutoShapes). 10A, 10B
Right-click on cells, columns, or rows and select Format Cells to change Number, Alignment, Font, Border, Patterns, or Protection . 10A, 10B
Select a range of cells. 2A
Sort records in alphabetical or numerical order. 10C

Desktop Publishing (*Publisher*)

Use a teacher-created template to complete an activity. 1E, 7A, 7C

Select a document type and use the **Publisher Wizard** to choose a design, color scheme, and layout. 7B, 9A, 10A

Click in the text boxes and replace text. 2D

Use the **Spelling Check** features to edit documents. 9A

Right-click on images, choose **Change Picture, Picture, and Clipart** to replace existing picture with another selection. 10A

Insert pictures from **Clipart** and from **File** (e.g. **My Pictures**, digital camera, scanner, and other source). 2A, 10A

Access available toolbars (**Standard, Formatting, Drawing, etc.**) by selecting **View** from the menu bar and choosing **Toolbars**. 1B

Use Draw tools to add **Text Boxes, Lines, WordArt, AutoShapes, etc.** 10A, 10B

Delete Object(s) (text boxes, clipart, etc.) by right-clicking and selecting this option. 1B

Create a webpage using **Publisher Webpage Wizard**. 10B, 11A, 1D

Paint (*KidPix*):

Use skills mastered at previous grade levels to complete products that are task appropriate, express ideas, and solve problems, as needed. 7A

Graphic Organizer (*Kidspiration/Inspiration*):

Open a *Kidspiration/Inspiration* template or a teacher-created template to complete an activity. 7A, 11A

Insert symbols or pictures into a diagram. 7C

Insert text. 7C

Change the font size, type, style (**bold, italicize, underline**), and color. 10A, 10B

Use the link tool to connect objects within a diagram. 7A

Compile notes and ideas into outlines using the outline view and diagram view (*Inspiration*). 7A, 7C

Use the **Spell Check** icon to edit diagrams. 9A

Use the **Rapid Fire** tool (*Inspiration*) to input ideas into a diagram. 7A, 7B, 7C

Create hyperlinks (*Inspiration*). 7B, 10B

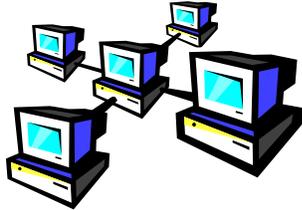
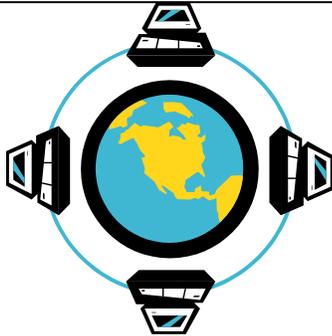
Transfer completed diagram to Microsoft Word (*Inspiration*). 7A, 7C

Internet Browser (*Internet Explorer*):

Click on a link to view a web site. 5A
Use the Back , Forward , and Home buttons to navigate. 5A. 5B
Conduct simple keyword searches using a grade-level appropriate and/or kid friendly search engines. 4A, 4B, 5A
Gather information from websites found while applying electronic search strategies (e.g. keyword searches). 5A, 5B, 4A
Evaluate the effectiveness of search strategies. 6A, 6B
Determine whether web sites provide useful and appropriate information. 6C
Use the acquired information in the creation of products. 11A
Use the web to tour virtual environments, remote locations, and/or explore on line interactive lessons. 8B
Recognize and identify sources of URL suffixes including, but not limited to, .org, .com, .edu, .gov, and .net. 6A
Use Bookmark or Favorites feature to identify and save sites to an individual computer. 1B

Communication:
Display work for a variety of audiences in a variety of forms (print, monitor, projector, video, Internet). 10B
Use desktop publishing techniques to create effective documents and presentations (make good choices with regard to font, white space, and contrast for readability). 10A
Proofread products and make improvements. 2D, 2E
Create charts/graphs using spreadsheets /databases and extract information from them. 10C
Use tools such as checklists, timelines, and rubrics to evaluate products and determine relevancy to task and specific lesson objectives. 12B
Select representative products to be collected and stored in an electronic portfolio with teacher assistance. 12A
Evaluate products created for relevance to the assignment or task. 12A
Help create technology project assessment tools to monitor progress of a project (e.g. checklist, timeline, rubric). 12C

5th Grade Technology Terminology

Byte	 <p>Eight bits of information; eight individual consecutive electronic on/off signals which make a message that a computer can interpret.</p>
Kilobyte	 <p>One thousand bytes.</p>
Megabyte	 <p>One million bytes.</p>
Gigabyte	<p>Approximately 1,000 megabytes (1,024 megabytes).</p>
LAN	 <p>(Local Area Network) A computer network limited to the immediate area, usually the same building or floor of a building.</p>
WAN	 <p>(Wide Area Network) In data communications, a comprehensive multimode network connecting large numbers of computers spread over a wide area.</p>

<p>Peripherals</p>	 <p>Any external device that plugs into your computer such as a printer, modem, scanner, and digital/video cameras.</p>
<p>Operating System</p>	<p>A program that is a basic set of instructions that allows a computer to perform its basic functions.</p>
<p>Ethernet Cable</p>	 <p>An Ethernet cable should be plugged into the LAN (Local Area Network) Connector Port on the back of the computer and into the LAN network 'drop' (port) in the wall.</p>
<p>HTML</p>	 <p>(<u>Hypertext Markup Language</u>) A language used to create hypertext documents for the World Wide Web.</p>

Simulations



Simulations allow students to experience a real life situation in an artificial environment.

Student and Parent Agreement for the Acceptable Use of the District's Electronic Communications System

Students may be given access to the District's electronic communications system for educational purposes.

The electronic communications system is defined as the District's network, servers, computer workstations, peripherals, applications, databases, online resources, Internet access, email, and any other technology designated for use by students.

With this educational opportunity comes responsibility. It is important that students read (or have read to them age-appropriate sections) and parents read the Birdville ISD Administrative Regulation for Acceptable Use and then ask any questions if needed. Inappropriate system use of the District's electronic communications system use will result in the consequences below, including loss of the privilege to use this educational tool.

Please note that Internet access is part of the District's electronic communications systems. The Internet is a network of many types of communication and information networks. It is possible that students may run across areas of adult content or material students (or their parents) might find objectionable. While the District uses filtering technology and protection measures to restrict access to such material, it is not possible to absolutely prevent such access.

It will be each student's responsibility to follow the rules for appropriate and acceptable use.

SOME RULES FOR APPROPRIATE USE

- Students must only open, view, modify, and delete their own computer files, unless they have specific permission from a teacher or staff member to do otherwise.
- Internet use at school must be directly related to school assignments and projects.
- Students may be assigned an individual account and must use only those accounts and passwords that they have been granted permission by the District to use. All account activity should be for educational purposes only.

- Students are responsible at all times for their use of the District's electronic communications system and must assume personal responsibility to behave ethically and responsibly, even when technology provides them the freedom to do otherwise.

INAPPROPRIATE USES

- Using the District's electronic communications system for illegal purposes.
- Disabling or attempting to disable any system monitoring or filtering or security measures.
- Sharing your user name and password with others, borrowing someone else's user name, password, or account access.

- Purposefully opening, viewing, using, or deleting files belonging to another system user without permission.
- Electronically posting personal information about yourself or others (i.e., addresses, phone numbers, and pictures).
- Downloading or plagiarizing copyrighted information without permission from the copyright holder.
- Intentionally introducing a virus or other malicious programs onto the District's system.
- Electronically posting messages or accessing materials that are abusive, obscene, sexually oriented, threatening, harassing, damaging to another's reputation, or illegal.
- Wasting or abusing school resources through **unauthorized** system use.
- Gaining unauthorized access to restricted information or network resources.

CONSEQUENCES FOR INAPPROPRIATE USE

- Suspension of access to the District's electronic communications system;
- Revocation of the District's electronic communications system account(s); and/or
- Other appropriate disciplinary or legal action in accordance with the Student Code of Conduct.