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

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

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:	**Mastery Check**
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 *Microsoft Paint* or *KidPix*. 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	

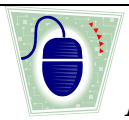
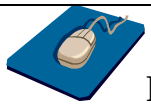
Problem Solving:	
Use software to express ideas and solve problems. This can include, but is not limited to text, graphics, charts, multimedia, and visual organizers. 7A, 7B	
Use communication tools to acquire and share information and solve problems (e.g. distance learning). 8A	

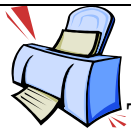
Software Applications:	
Word Processing (*Microsoft Word*):	
Create a new document or open an existing one. 1B, 2D	
Enter text. 2D	
Change font size. 10A	

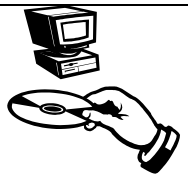
Use the **Backspace** key to delete text. 2D	
Use the **Shift** key to make capital letters. 2D	
Multimedia (*PowerPoint*):	
Open an existing presentation from the network folder. 7A, &B	
Use a teacher-created template to complete an activity. 7A, 7B	
Add text to slides. 11A, 11B	
Paint (*KidPix*)	
Open 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	 A device that controls the pointer on the screen.
Mouse pad	 Pad on which a mouse operates.
Monitor	 A display screen designed as an output device for a computer.
Keyboard	 An input device with keys that has letters, numbers, or symbols used to enter information into a computer.
Computer	 An electronic machine that can perform calculations and can process a large amount of information accurately and much more rapidly that the human brain.
Printer	 A mechanical output device that can print text and graphics on paper.
Desktop	 The area on the screen where you move windows and icons around.
Cursor	A highlighted or bright (sometimes blinking) line or other mark that shows were information is being input; that is, where the next letter or character will appear.
Click	 To press and release a button one time on the mouse.

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

	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	 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.
CD-ROM	 (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.
CD-ROM drive	 The drive that allows data to be recorded and read from CD's.

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.