Technology Application TEKS Checklist ✓ Suggested Learning Activities	Date
Foundations-Demonstrates knowledge and appropriate use of hardware components	
2.1A Use technology terminology appropriate to the task Including, but not limited to: ✓ Open, close, save, exit ✓ Maximize, minimize ✓ Links, programs, icon, graphic ✓ Toolbar, scroll, cursor, double click ✓ Navigate, network drives ✓ Highlight, white space ✓ Favorites, applications ✓ Data projectors, document camera ✓ Fonts, copy, paste ✓ Menu, message box ✓ Identify and use the basic parts of a computer (keyboard, mouse, monitor, CPU, printer, headphones, speakers)	
2.1B Start and exit programs as well as create, name, and save file Including, but not limited to: ✓ Click on start button to begin, navigate to program ✓ Save a document with assistance ✓ Open a program you double click on an icon, to close a program you click the red X in the right corner ✓ Open a template and rename it ✓ Click on start button to begin, and navigate to program; ✓ Save a document with assistance	
2.1C Use networking terminology such as online, network, or password and access remote **equipment on a network such as a printer** Including, but not limited to: ✓ Access the shared drive with help; Print using a networked printer ✓ Including, but not limited to: ✓ Save to shared drive ✓ Use passwords to login to grade level programs ✓ Print using a networked printer	

✓ Introduce terminology such as online and network ✓ Introduce difference between drives and files on a computer	
Foundations-Uses data input skills appropriate to the task	
2.2A Use a variety of input devices such as a mouse, keyboard, disk drive, modem, voice/sound Recorder, scanner, digital video, CD-ROM, or touch screen. Including, but not limited to ✓ Use the mouse and keyboard as input devices ✓ Use iTouch, IPad device ✓ Use Microphone to Record voice , Audacity , Creating a podcast ✓ Use Small Wonder to create a digital video ✓ SmartBoard, Mimio, Interactive Tablets ✓ Clickers Note: ✓ These can be used in the lab or in the classroom.	
2.2B Use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns as grade-level appropriate Including, but not limited to ✓ Sit properly at the computer (flat on bottom, back to back of chair); Use two hands at the keyboard, left and right side keys, thumbs on space bar ✓ Has experience with keyboarding through online help, software on computer ✓ Always reinforce the Home Row Keys ✓ Note: ✓ This should be practiced anytime students are creating documents.	
2.2C Demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate Including, but not limited to ✓ Use shift key to produce capitals ✓ Use numeric keys ✓ Use all punctuation symbols ✓ Use backspace key to delete space bar to space, and enter key to go to another line ✓ One space between words and sentences ✓ Use arrow keys to navigate page	
2.2D Produce documents at the keyboard, proofread, and correct errors	

: Including, but not limited to
  ✓ Produce documents
  ✓ Use spell check	

2E   Use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade level appropriate
Including, but not limited to
  ✓ use capitals to start a sentence or name and put a period at end of sentence
  ✓ use numbers and symbols in text as appropriate
  ✓ allow words to wrap in paragraphs
  ✓ introduce enter as a way to create a new sentence
  ✓ Note:
  ✓ This TEK can be covered along with 2D as students produce written documents such as letters, stories, poems or reports	

Foundations- Complies with laws and examines issues regarding use of technology in society	

2.3A   Follow acceptable use policies when using computers
Including, but not limited to
  ✓ Review Acceptable Use Policies at the beginning of the year
  ✓ Use proper computer etiquette (clean hands, no banging keyboard or mouse, respect equipment, hands stay in your space, no cords in mouth)	

2.3B   Model respect of intellectual property by not illegally copying software or another individual's electronic work
Including, but not limited to:
  ✓ Discuss acceptable use policies with students
  ✓ Discuss Internet Safety Issues;
  ✓ Participate in Internet Safety Month Curriculum	

Information Acquisition-Uses a variety of strategies to acquire information from electronic resources, with appropriate supervision	
2.4A Select appropriate strategies to navigate and access information for research and resource sharing Including, but not limited to ✓ Navigate the Internet using Favorites, curriculum website, forward, back, and inks	

Information Acquisition- Acquires electronic information in a variety of formats, with appropriate supervision	
2.5A Acquire information including text, audio, video, and graphics Including, but not limited to: ✓ Access clip art in Kidspiration, Internet and database searches ✓ Access text, audio, video, and graphics using software programs, web 2.0 tools, and websites ✓ Access Podcasts for information to enhance learning ✓ Access video from United Streaming, You-Tube	
2.5B Use on-line help Including, but not limited to: ✓ Demonstrate on-line help feature within programs and encourage students to use it if they have a question	
***I*nformation Acquisition. The student evaluates the acquired electronic information.**	
2.6 A Determine the success of strategies used to acquire electronic information. Including, but not limited to: ✓ Use keywords for searching through clip art ✓ Use keywords for searching online library catalog ✓ Use keywords for internet research	
2.6B Determine the usefulness and appropriateness Including, but not limited to: ✓ Choose appropriate pictures and/or information resulting from a keyword search ✓ ex: search for "bat" generates pictures of baseball bats and the animal) ✓ Conduct and explore new searches if necessary ✓ Verify appropriate research sources ✓	
Solving Problems-Use appropriate computer-based productivity tools to create and modify solutions to problems	
2.7A Use software programs with audio, video, and graphics to enhance learning experiences Including, but not limited to ✓ Use a variety of software and or web 2.0 tools to enhance learning experience. Examples: Photostory, Movie Maker, Voicethreads Vodcasting, etc. ✓ use and navigate interactive programs or websites that require them to watch, listen, and select answers by clicking the mouse	

✓ Use United Streaming videos to learn and enhance learning	
2.7B Use appropriate software including the use of word processing and multimedia, to express ideas and solve problems Including, but not limited to: ✓ create documents and visuals that express ideas and solve problems by using software such as:,KidPix,TuxPaint, ✓ Use problem solving skills while creating a document : Web 2.0 Tools such as Storybird, Glossier,	
Solving Problems-Uses research skills and electronic communication with appropriate supervision, to create new knowledge	
2.8A Use communication tools to participate in group projects Use communication tools to participate in group projects. Including, but not limited to: ✓ participate in a video conference or webcast that allows for two-way communication ✓ Use email as a class or have students use email accounts to communicate , ✓ Use webcams and Skype to communicate a project with other ,	
2.9Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product.	
2.9A Use software features, such as on-line help, to evaluate work progress. Including, but not limited to: ✓ Use visual or audio cues for editing or input correction. Use Audacity to produce audio clips of reading fluency, voice, and etc.	
2.9 B Use software features, such as slide show previews, to evaluate final product. Including, but not limited to: ✓ select and use print preview before printing on programs such as Microsoft Word and Power Point or use preview feature of Photostory	
Communication-Formats digital information for appropriate and effective communication	
10A Use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience. Including, but not limited to: ✓ Discuss importance of the size and style of the font (crazy fonts are hard to read) ✓ Color of font (light on light background is hard to read) ✓ Pictures added to a document should not be too small or too big and should be appropriate to the topic	

✓ Create and print a word document	

2.10B 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.
Including, but not limited to:
  ✓ Make sure fonts, spacing and pictures are the correct size and are easy to read for print or for screen viewing
  ✓ Discuss picking colors that stand out against the background
  ✓ If they are making a presentation they should make sure it is readable on a projector	

2.11 Communication-Delivers the product electronically in a variety of media, with appropriate supervision	

2.11A Publish information in a variety of media including, but not limited to, printed copy or monitor
    Display
Including, but not limited to:
  ✓ Print at least two documents from two different software programs
  ✓ Publish documents created by students on Schoolwire's Teacher webpage
  ✓ Publish multimedia project using Voicethreads, Glogster Photostory, Comic Strip Creator, YouTube, Ustream
  ✓ Create and Produce audacity recording
  ✓ Publish Podcasts on website made by students
  ✓ Students reflect, think collaborate using class Blog.	

11B Publish information in a variety of media including, but not limited to, stored files or video
Including, but not limited to:
  ✓ save created files to a shared drive with assistance
  ✓ Publish videos created by students on website	

2.12 *Communication. The student uses technology applications to facilitate evaluation of communication, both process and product.*	
2.12A Select representative products to be collected and stored in an electronic evaluation tool. Including, but not limited to: ✓ Students select best work and save them in the shared drive or in a digital portfolio	
2.12B Evaluate the product for relevance to the assignment or task. Including, but not limited to:	

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Teacher _____   School_____

✓ Reflect using a teacher created rubric (i.e. smiley faces to color in) to perform a self evaluation of a technology product	

Adapted from Hays CISD Student Technology Proficiencies