Technology Application TEKS Checklist ✓ Suggested Learning Activities	Date
Foundations-Demonstrates knowledge and appropriate use of hardware components	
5.1A Use technology terminology appropriate to the task Including, but not limited to: ✓ Master use of basic terms including network drives, fonts, cut, copy, paste, open and close, save, maximize, minimize, highlight, menu, favorites, links, toolbar, programs, applications, icon, graphic, message box, white space, data projectors, document camera, cursor, exit, double click and navigate, right click, online, scanner, start menu, boot/reboot, server ✓ Use correct terminology for basic parts of a computer, URL ✓ Masters the use of innovative technologies	
51B Save and delete files, uses menu options and commands, and work with more than one software application Including, but not limited to: ✓ Open a template and resave it into the shared drive ✓ Master proficiency in using new menu options and commands (copy, cut, paste, spell check, insert picture, sound...) while working with Microsoft Word and Internet Explorer ✓ Note: Have a website open as well as a Word document. Students find information they need on site then maximize word to type in information. They may copy the website and paste it into their document to reference the site. Students may find copy write free image and video and paste them into their open document.	
5.1C Identify and describe the characteristics of digital input, processing, and output. Including, but not limited to: ✓ Describe characteristics of input devices such as mouse, keyboard, scanner, microphone, camera, webcam, document camera ✓ Describe characteristics of output devices such as speakers, headphones, printer, monitor• introduce processing Note: Input Device – something that puts information into the computer Output Device – something that comes out of the computer Processing - the computer takes in information, does what you tell it to do with that information and based	

on your commands	

5.1D Delineate and make necessary adjustments regarding compatibility issues including, but not limited
     To digital file formats and cross platform connectivity.
Including, but not limited to:
   ✓ discuss with students issues that arise when saving documents with different versions of software or when using external storage devices (ex: thumb drive, flash drive)	

5.1E   Access remote equipment on a network such as a printer or other peripherals.
Including, but not limited to:
   ✓ Use a network printer to produce printed documents.
   ✓ Independently select appropriate printers on the network based on color preference and location.
   ✓ introduce how to add a printer not already in printer list	

Foundations-Uses data input skills appropriate to the task	

5.2A   **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 input devices such as SmartBoard, Interactive Tablets, Clickers, Mimio, microphones, scanners, digital cameras and camcorders
   ✓ Use the mouse and keyboard as input devices
   ✓ Use iTouch, IPad device to gain information and create work
   ✓ Use Microphone to Record voice , Audacity , Creating a podcast
   ✓ Use Small Wonder to design and publish a digital video
   ✓ Use SmartBoard, Mimio, Interactive Tablets to show reflection , understanding, produce information
   ✓ Use Clickers to engage and work cooperatively
Note:
   ✓ These can be used in the lab or in the classroom.	

5.2B   **Use proper keyboarding techniques such as correct hand and body positions and smooth and**
     rhythmic keystroke patterns as grade-level appropriate
   ✓ 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.	

5.2C **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	
5.2D **Produce documents at the keyboard, proofread, and correct errors** Including, but not limited to: ✓ Produce documents ✓ Use spell check ✓ Work together to proofread documents to publish work ✓ Proofread and check for errors	
5.2E **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 correct language skills including punctuation, spelling and grammar when typing sentences ✓ allow words to wrap in paragraphs Note: This TEK can be covered along with 2D as students produce written documents such as letters, stories, poems or reports.	
5.2F Demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of Instruction. Including, but not limited to: ✓ introduce timed keyboarding assessment and establish a baseline for growth and comparison Note: ✓ Use Keybr.com (or other on-line assessment) and have students keep WPM goals throughout year in Excel or Google Docs	
Foundations- Complies with laws and examines issues regarding use of technology in society	
4.3A **Follow acceptable use policies when using computers** Including, but not limited to:	

✓ Students will only go to sites and programs as instructed ✓ Students sign an Acceptable Use Agreement with teacher ✓ Continue to develop and personalizing the understanding of what it means to be a digital citizen ✓ Students protect their district login information	
5.3B 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 and personalize the issues of Internet Safety Month using District Curriculum ✓ Master resource pages and cite sources for research projects	
Information Acquisition-Uses a variety of strategies to acquire information from electronic resources, with appropriate supervision	
5.4A Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies ✓ Navigate the Internet using Favorites, curriculum website, forward, back, links, and exi5 ✓ Use search engines to search for information ✓ Use search strategies such as Boolean operators and + - operators to refine searches	
5.4B 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. Including, but not limited to: ✓ Open & save files on the shared drive ✓ Demonstrates and verifies most appropriate way to access files on the shared drives (i.e.: by opening program first then opening file by navigating shared drive) ✓ Verifies the ability to navigate through personal drive(U:/) ✓ Organizes information on websites to the Internet Explorer Favorites and RRS Feeds	
Information Acquisition- Acquires electronic information in a variety of formats, with appropriate supervision	
5.5A Acquire information including text, audio, video, and graphics Including, but not limited to: ✓ Access clip art and images from Internet and database searches ✓ Connects to photo sharing tools (Web 2.0 tools) to collaborate, share and create ✓ Access text, audio, video, and graphics using software programs, web 2.0 tools, and websites	

✓ Access podcasts for information to enhance learning by listening and collaborating : iTunes University, other online podcasting sites ✓ Access video from United Streaming, You-Tube	
5.5B 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 ✓ Verify information using help, spell check, thesaurus and wizards in programs such as Microsoft Word, PowerPoint, Excel & Publisher, Movie Maker and etc.	
Information Acquisition. The student evaluates the acquired electronic information.	
5.6A Apply critical analysis to resolve information conflicts and validate information. **Including, but no**t limited to: Including, but not limited to: ✓ Evaluate valid information between two contradicting websites	
5.**6B** **Determine the success of strategies used to acquire electronic information.** Including, but not limited to: ✓ Conduct & compare searches on different websites using multiple keywords (reference TEK: 4A)	
5.6C Determine the usefulness and appropriateness of digital information. Including, but not limited to: ✓ Compare print vs. electronic information ✓ Compare timelines between print & electronic information ✓ Differentiate the purpose of various electronic information (i.e. wikis, blogs)	
Solving Problems-Use appropriate computer-based productivity tools to create and modify solutions to problems	
5.7A Use software programs with audio, video, and graphics to enhance learning experiences ✓ Write, create, and publish student projects with 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, think critically and select answers by clicking the mouse ✓ Explore United Streaming videos to learn and enhance learning	
5.7B Use appropriate software including the use of word processing and multimedia, to express **ideas and solve problems** ✓ Including, but not limited to:	

✓ ✓ Create and innovate learning with documents, presentations, and visuals to express ideas and solve problems and think critically using various software such as: Inspiration, Word, PowerPoint, Excel, Photostory, Movie Maker, Audacity, and online interactive tools such as Google Docs. Voicethreads, Blogs, Wikis, Storybird, Glogster	
5.7 C Use a variety of data types including text, graphics, digital audio, and video. Including, but not limited to: ✓ Create and design a document or presentation using and manipulating various data types ex: PowerPoint with images, text, and audio or Photostory with narration titles, captions, and/or audio Note: If you complete 7C you can also check off 7B, but completing 7B does not fulfill the requirements of 7C.	
Solving Problems-Uses research skills and electronic communication with appropriate supervision, to create new knowledge	
5.8A 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 collaborative project with others. ✓ Innovate , organize, think critically with brainstorming tools like Inspiration(software) and Inspirations' online Web 2.0 tool: Webspiration http://www.mywebspiration.com/index.php ✓ Collaborate and communicate with web 2.o tools like Google Docs , Wikis, Blog for students to share, reflect, and resolve problems	
58B Use interactive technology environments, such as simulations, electronic science or mathematics Laboratories, virtual museum field trips, or on-line interactive lessons, to manipulate information. Including, but not limited to: ✓ Participate in interactive online environments. Some examples include online virtual experiments (Google Earth) conduct real experiments and data collection in a virtual environment	
5.8C Participate with electronic communities as a learner, initiator, contributor, or mentor. Including, but not limited to: ✓ Communicate and collaborate using distance learning video equipment or Skype and webcam ✓ Students can connect via video conference with other students to present information or work on a collaborative project ✓ Exchange work in ePals	

✓ Collaborate with other peers using Wikis, Google Docs, or other online learning communities :Nings Note: • This can be used in conjunction with 8A.	
Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product.	
5.9A 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. ✓ Use Wordle: placing a story in Wordle to show students how much they use the same word.	
5.9 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	
5.10A 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 ✓ format a document using font, color, size, style, Word Art, white space, vertical and horizontal centering Note: larger, simpler fonts for a younger audience younger audiences will need more white space than older audiences compare a picture book and a book for an older student to see types of fonts, sizes and white space	
5.10B 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 ✓ discuss picking colors and simple fonts that are presentation friendly Note: When creating a document, 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, make sure they work for how they are being used. Some color combinations are fine for print but hard to read when projected. Show examples of documents that look ok printed but do not look good projected.	
Communication-Delivers the product electronically in a variety of media, with appropriate supervision	
5.11A Publish information in a variety of media including, but not limited to, printed copy or monitor display ✓ 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 critically, find their voice and collaborate using class blog ✓ Cell Phone using texting: Poll Everywhere	
5.11B Publish information in a variety of media including, but not limited to, stored files or video ✓ Save created files to a shared drive with assistance ✓ Write and create videos created by students on website using the Small Wonders	
Communication. The student uses technology applications to facilitate evaluation of communication, both process and product.	
5.12A Select representative products to be collected and stored in an electronic evaluation tool. Including, but not limited to: ✓ Students select technology products and save them in the shared drive or in a digital portfolio	

5.12B Evaluate the product for relevance to the assignment or task.
Including, but not limited to:
  ✓ Use a teacher created rubric (to perform a self evaluation of a technology product
  ✓ Self-evaluate work according to a rubric
  ✓ Students can also use the rubric to evaluate others work.	

5.12C Create technology assessment tools to monitor progress of project such as checklists, timelines, or rubrics.
Including, but not limited to:
  ✓ Create an assessment rubric for a project as a class
  ✓ Give each student a copy for them to monitor their own time management and progress for large technology projects such as presentations and multimedia projects	