

Teacher: Core Computer Grade K

Year: 2007-2008

Course: Computer Grade K

| Computer Use, Guidelines and Etiquette | | |
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| Content | Skills | Standards |
| Appropriate computer conduct Computer use is a privilege | Discuss computer use as a privilege Discuss that all students (K-8) use the following technology: headphones, speakers, keyboard, screen/monitor, printer, mouse Describe appropriate headphone and speaker use List appropriate computer classroom conduct: raise hand to speak, neighbor communication, out-of-seat behavior | |

| Technology in Our World | | |
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| Content | Skills | Standards |
| How technology is used in today's world | Define computers as tools that people use every day Discuss how many or most jobs | |

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| | use technology | |
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Electronic Presentation

| Content | Skills | Standards |
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| Electronic presentation | <p>Discuss how computers can be used to sequence events</p> <p>Demonstrate how computer tools can be used to make colors, shapes, patterns, scenes, words, drawings, letters, numbers, and noises for various uses and purposes</p> | |

Internet

| Content | Skills | Standards |
|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p>Navigation on the Internet</p> <p>Web browser</p> <p>Web sites</p> <p>Identify a web browser icon (Internet Explorer) and that it is the program that accesses the Internet</p> | <p>Demonstrate use of the scroll bars to move on a web site</p> <p>Recognize links and demonstrate using a link</p> <p>Demonstrate using the forward and backward buttons to move to different web pages</p> | |

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| | <p>Compare a text book with a web page in regards to information provided</p> <p>Identify what a "pop-up" is and discuss how to handle it appropriately</p> <p>Discuss the Favorites tool in a web browser and what it is used for</p> <p>Identify and utilize the organizational structure of the Favorites listing and folders</p> | |
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Network Concepts

| Content | Skills | Standards |
|------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Basic network concepts | <p>Discuss how the network is a group of connected computers and technology sharing resources</p> <p>Demonstrate saving documents to the local computer drive</p> | |

Keyboarding and Mouse Skills

| Content | Skills | Standards |
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| <p>Mouse skills</p> <p>Keyboard use</p> | <p>Demonstrate mouse skills: click, double click, click and drag, click to enter, click to exit, and recognize a mouse selected program</p> <p>Recognize and demonstrate using the keyboard: backspace key, letter keys, space bar, enter key and shift key</p> | |
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Software Basics

| Content | Skills | Standards |
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| <p>Handling a CD</p> <p>Software programs</p> | <p>Demonstrate proper handling of a cd and placing it into the cd-rom drive</p> <p>Apply teacher-directed instructions on navigating various software programs</p> | |

Graphics

| Content | Skills | Standards |
|-----------------|------------------------------------------------------------------------|-----------|
| <p>Graphics</p> | <p>Discuss that pictures, like words, are a tool for communication</p> | |

Identify and compare sources for graphics

Demonstrate selection of appropriate graphics

Demonstrate appropriate sizing and placement of graphics

Teacher: Core Computer Grade 1

Year: 2007-2008

Course: Computer Grade 1

| Computer Use, Guidelines, Etiquette | | |
|--------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Content | Skills | Standards |
| Turning computer on | Demonstrate turning on/off a computer by locating and using the on/off button on CPU | |
| Parts of a computer | Determine the status of the computer - sleep mode/ monitor off/on, CPU on/off | |
| Proper use of technology equipment | Identify part of a computer (CPU, keyboard, mouse, monitor, screen, speakers, printer, headphones) | |
| Computers are a tool | | |
| Computers are a privilege to use | Demonstrate correct use of mouse functions (click, double click, click and drag, click to enter or exit, click to select something) | |
| | Describe and demonstrate proper care of technology equipment | |
| | Evaluate computers as a tool | |
| | Discuss how computers are a privilege to use | |

Network

| Content | Skills | Standards |
|------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Basic network concepts | <p>Understand that a network is a group of computers connected that can "talk to one another"</p> <p>Demonstrate that access to a network is through a log in</p> <p>Demonstrate saving documents to selected folders on the network</p> | |

Internet

| Content | Skills | Standards |
|-----------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Web browser Web sites Web browser tools | <p>Discuss what the Internet is</p> <p>Locate a web browser icon (Internet Explorer), recognize that the web browser is the program used to access the Internet</p> <p>Discuss various web browser programs</p> <p>Demonstrate use of web browser tools and navigation functions (arrow buttons, scroll bars, links,</p> | |

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| | <p>Favorites)</p> <p>Recognize "pop-ups" and discuss how to deal with them appropriately</p> <p>Recognize and utilize the organization structure of the Favorites folders and listings</p> | |
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Technology in Our World

| Content | Skills | Standards |
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| Computers are tools | Discuss that computers are tools and assists people in their work or profession | |

Graphics

| Content | Skills | Standards |
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| Graphic creation | <p>Recognize and open up a graphics program</p> <p>Demonstrate use of a graphics program tools (stamps, drawing tools, eraser, background, paint, paint brush)</p> | |

Electronic Presentation

| Content | Skills | Standards |
|-------------------------|--------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Electronic presentation | Discuss how computers can be used to show a sequence of events Create and place events in order in an electronic presentation | |

Keyboarding and Mouse Skills

| Content | Skills | Standards |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Basic keyboard skills Mouse usage | Demonstrate the use of different mouse clicking techniques (single click, double click, click and drag, click to enter, click to exit) Navigate a program through practiced motor skills Discuss the uses of the keyboard Identify and demonstrate the correct use of the following keys: backspace, letter keys, number keys, space bar, shift and enter key | |

Software Basics

| Content | Skills | Standards |
|--------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| <p>Correct handling of CDs</p> <p>Correct use of the CD drive</p> <p>Software programs</p> | <p>Compare CDs to books and encyclopedias</p> <p>Demonstrate correct handling of a cd</p> <p>Demonstrate proper loading/unloading of the cd drive</p> <p>Discuss how some software programs require a cd to run and others do not</p> <p>Troubleshoot why a cd program does not open or operate</p> <p>Apply teacher directed instructions specific to running a software program</p> | |

Teacher: Core Computer Grade 2

Year: 2008-2009

Course: Computer Grade 2

| S E P T E M B E R | Technology in Our World | | |
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| | Content | Skills | Standards |
| | Computers are tools Correct tool selection Safe and appropriate use of tools | Usage of computers and associated programs enhances learning, offers extensions and promotes creativity Identify the correct program that will assist in an assignment Use of software programs can be mimicked and explore to expose user to new techniques | 2.CT.2.0 ~ Students use technology to enhance learning, extend capability, and promote creativity. 2.CT.2.1 ~ Use a directed variety of media for learning activities. 2.CT.3.0 ~ Students evaluate and select information tools based on the appropriateness to specific tasks. 2.SI.1.2 ~ Utilize safe technology behaviors. |
| O C T O B E R | Computer Use, Guidelines and Etiquette | | |
| | Content | Skills | Standards |
| | Appropriate computer conduct Parts of computer Proper use of technology equipment Computers are a tool | Demonstrate appropriate behavior at the computer Identify: CPU, keyboard, mouse, monitor, screen, speakers, printer, headphones and related cables Demonstrate: turn off/on the CPU and monitor; adjust headphone size and volume Determine the status of computer: sleep mode, monitor off/on, CPU | 2.CT.1.0 ~ Students recognize and demonstrate skills in operating technological systems. 2.SI.1.2 ~ Utilize safe technology behaviors. |

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| Computer use is a privilege | off/on, keyboard readiness (upright, scroll, number and caps lock off/on) | |
| | Evaluate computers as a tool Describe and demonstrate proper care of technology equipment | |

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| N O V E M B E R | Keyboarding and Mouse Skills | | |
| | Content | Skills | Standards |
| | <p>Mouse usage skills</p> <p>Basic keyboard skills</p> | <p>Demonstrate the following skills: single click, double click, click and drag, click to enter or exit</p> <p>Use keyboard to enter text</p> <p>Demonstrate correct posture and hand placement on keyboard (homerow keys)</p> <p>Demonstrate correct finger/hand position for: spacebar, enter key, and shift key</p> <p>Demonstrate informal keyboarding of words and paragraphs by: using delete, backspace and spacebar keys; change text size, color and font; and use shift,</p> | |

punctuation, enter and shift/num
lock keys

Demonstrate use of insertion point
and cursor

Understand concept of text/word
wrap

Teacher: Core Computer Grade 3

Year: 2008-2009

Course: Computer Grade 3

| S E P T E M B E R | Keyboarding and Mouse Skills | | |
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| | Content | Skills | Standards |
| | Mouse usage skills | Demonstrate proficient use of the mouse by efficiently maneuvering mouse by single click, double click, click and drag, click to enter or exit | 3.CT.1.2 ~ Demonstrate use of home row keyboarding |
| | Basic keyboard usage | | 3.CT.1.4 ~ Create, save and retrieve folders. |
| | Word Processing | Demonstrate and practice correct finger/hand position for all letter keys in addition to shift, enter, punctuation and backspace Demonstrate correct posture Compose sentences and paragraphs using proper keyboarding techniques Change text size, color, alignment and font in addition to highlighting text Demonstrate use of Spell-checks proficiently Demonstrate proficient usage of insertion point and cursor Understands the concept of text/word wrap Demonstrate saving and retrieving | 3.CT.2.1 ~ Use a word processor to develop a product. |

text

Choose the appropriate printer when printing a file

OCTOBER

Computer Use, Guidelines and Etiquette

| Content | Skills | Standards |
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| Appropriate computer conduct | <p>Understand that computer use is a privilege</p> <p>Demonstrate proficient use of headphones; including adjustments and troubleshooting problems</p> <p>Demonstrate knowledge and proper care of technology equipment and understand the consequences of misuse</p> <p>Understand that all students (k-8) use the following technology: headphones, speakers, keyboard, screen/monitor, printer, mouse</p> <p>Understand, discuss and agree to district student acceptable from and its' contents</p> <p>Recognize and demonstrate skills in operating technological systems</p> | <p>3.CT.1.0 ~ Students recognize and demonstrate skills in operating technological systems.</p> <p>3.CT.1.1 ~ Identify parts of an operating system environment</p> <p>3.CT.1.3 ~ Demonstrate proper care in the use of hardware, software, peripherals, and storage media.</p> <p>3.SI.1.0 ~ Students understand the safe, ethical, legal, and societal issues related to technology</p> <p>3.SI.1.1 ~ Distinguish among different types of illegal and unethical technology usage.</p> <p>3.SI.1.2 ~ Implement safety precautions while online.</p> |

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Electronic Presentation/Communication

| Content | Skills | Standards |
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| Electronic Presentation | <p>Recognize some of the uses of PowerPoint and be able to compare and contrast other known programs and their use</p> <p>Recognize PowerPoint is a series of slides</p> <p>Create a slide show to organize and present information</p> <p>Understand the various tools of PowerPoint (and other presentation programs): Template Backgrounds Text Graphics Sound Emphasis Transitions Animation</p> | <p>3.CP.1.0 ~ Students understand the purpose of information technologies to communicate with a variety of collaborators.</p> <p>3.CP.1.1 ~ Participate within groups to produce a digital output for a given assignment.</p> <p>3.CP.2.1 ~ Describe how a message communicated through information technology is affected by an audience.</p> <p>3.CT.2.2 ~ Develop documents in design applications.</p> <p>3.CT.3.0 ~ Students evaluate and select information tools based on the appropriateness to specific tasks.</p> <p>3.NC.4.0 ~ Students understand the purpose and demonstrate the use of the design process in problem solving.</p> <p>3.NC.4.1 ~ Produce a variety of solutions to a defined problem</p> |

Teacher: Core Computer Grade 5

Year: 2007-2008

Course: Computer Grade 5

| Computer Use and Guidelines | | |
|-------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Content | Skills | Standards |
| Student Acceptable Use Policy Security measures and netiquette | Understand, discuss and agree to district student acceptable form and its' contents Demonstrate proper use of technology equipment and understand the consequences of misuse | |

| Technology in Our World | | |
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| Content | Skills | Standards |
| How technology is used Technological advances | Brainstorm a list of how people use technology at home and in the work place Determine what technology skills will be needed for college and the workplace | |

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| | Analyze what effect the changes in technology have on society | |
| | Identify advances in technology | |

Network Concepts

| Content | Skills | Standards |
|------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Network functions Accessing a network | Demonstrate logging on/off the network Demonstrate saving and retrieving documents from personal folder located on network Describe how a network works and how it is used | |

Internet and Navigating the Internet

| Content | Skills | Standards |
|---------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Web browsers Search techniques | Demonstrate opening a web browser and explain its purpose Identify the domain of a web site Demonstrate entering a web address Identify and demonstrate using web browser tools to navigate web | |

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| Evaluating Internet resources | pages (hyperlinks, favorites list, back/forward buttons, URL box) | |
| Citing Internet resources | Utilize different search engines and directories to locate information | |
| | Determine accuracy and reliability of a Internet site using a standard criteria for evaluation | |
| | Demonstrate proper citing of Internet resources | |

Keyboarding

| Content | Skills | Standards |
|-----------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Proper keyboarding posture | Touch keyboarding (memorization of key location) | |
| Correct key stroking techniques | Demonstrate correct keyboarding techniques (posture/key stroke) to input information | |
| Demonstrate building speed and accuracy through drills and time tests (15 wpm / 80% accuracy) | | |
| Number and symbol keys | Practice keyboarding techniques by composing original text, typing text from hard copy, typing text from hand written copy and typing in a electronic keyboard program | |
| | Apply proper keyboarding | |

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| | <p>techniques when typing in all subject areas</p> <p>Practice and utilize the number and symbol keys to increase awareness and application of these keys</p> | |
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Electronic Presentations

| Content | Skills | Standards |
|---------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Electronic Presentation (PowerPoint) | Recognize that PowerPoint is a series of slides | |
| Drawing tools in PowerPoint | Recognize that PowerPoint is a tool for presentations and has many other uses | |
| Formating and editing a slide show | | |
| Commands, menus and vocabulary used in PowerPoint | <p>Understand that PowerPoint offers template formatting and student generated backgrounds, text, graphics, sound, transition and animation.</p> <p>Utilize drawing tools to create pictures</p> <p>Create a slide show to organize and present information</p> <p>Naviagate throughout the slide show</p> <p>Select a design template and slide layout</p> | |

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| | <p>Apply text, graphics, background, sound, transition and animation to slides</p> <p>Edit and proof read slides</p> <p>Present slide show to an audience</p> | |
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Graphics

| Content | Skills | Standards |
|-----------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| Work with digital images in word processing, spreadsheets and presentations | <p>Use digital camera to take photos</p> <p>Download and access photos from a designated file location</p> <p>Insert and manipulate digital photos in various types of documents (word processing, spread sheet, slide show)</p> <p>Utilize graphics tools to edit (resizing, cropping, color palatte, etc...)</p> | |

Spreadsheets

| Content | Skills | Standards |
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| Spreadsheet program | <p>Recognize that spreadsheets (Excel) has many uses</p> <p>Demonstrate that data entered into a spreadsheet can be manipulated</p> | |

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| | <p>showing various patterns and outcomes (calculations)</p> <p>Create a usable spreadsheet document</p> <p>Use simple formulas to calculate data</p> <p>Insert graphics and use formatting tools (color, borders, etc...)</p> | |
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Software Basics (content area software)

| Content | Skills | Standards |
|-------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|
| Software programs | Apply the verbal and visual instructions provided for using various content area software programs. (examples: math - How the West Was Won; reading - Word Munchers; social studies - Oregon Trail) | |