Newhall School District
Plan for Supporting Student Achievement Through Technology

Professional Development
Performance Objectives
Work Samples
Infrastructure
Evaluation

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June, 2001
(revised 12/04)
Introduction and Acknowledgments

With the completion of the Newhall School District Plan for Supporting Student Achievement Through Technology, teachers, parents, students, administrators, board members, and the community know what technology domains students are to master and how students are to demonstrate mastery of each domain. Five operating principles were applied in developing the plan:

- **Starting with sixth grade, identify the type and quality of work students will do to demonstrate mastery.** The work is the manifestation of the “standard.” It clearly demonstrates whether or not a student has learned. Clarity in the work students will do enables the District and schools to allocate financial, personnel, time and other resources to achieve student performance at or above standard.

- **Master the essentials.** The plan requires students to demonstrate mastery in keyboarding, word processing, presentation, spreadsheets, Internet, email, and graphics. Mastery of these areas will enable students to succeed in seventh grade and beyond.

- **Connect the performance objectives to the core curriculum.** Technology is a tool to be used purposefully. To demonstrate mastery, students must complete work that is directly connected to language arts, mathematics, science, or history social science.

- **Keep it in “plain English.”** A plan should not read like a technical manual. This plan is written for a broad audience.

- **Use existing resources.** For nearly every domain, students use software from the Microsoft Office Suite. All programs are centrally served through terminal servers using a Citrix Metaframe.

The plan formats K-6 performance objectives by domain and by grade level. The domain format specifies skills students are to know and describes the work students complete to demonstrate mastery. It includes references to California content standards and national education technology standards. Work samples for each domain and grade enhance understanding of what students are expected to produce.

The grade-level format shows the skills for all seven domains. It is serves as a quick reference for what students are to learn over the year. Additionally, for grades K-2, this format specifies “basic” computer skills (e.g., using the mouse, understanding the desktop) that students are to master as prerequisites for at-standard performance in succeeding grades.

Other Plan Components

**Professional Development**—This section describes options for training staff. Since the performance objectives are specific, professional development planners can easily determine: (1) who needs professional development, and; (2) the type of professional development and ongoing support to provide.
Infrastructure—This section describes how the District’s servers and computers are configured to support attainment of the technology performance objectives as well as objectives in the core subject areas.

Evaluation/Accountability—This section describes how sites and the district will assess mastery of the performance objectives, annually and over time. Lesson Resource Website—The District will maintain a website that offers lessons and other resources to support mastery of the performance objectives. A work-in-progress, the site will be managed by an ad hoc committee under the direction of the Assistant Superintendent of Instructional Services.

The NSD Plan for Supporting Student Achievement Through Technology was developed by teachers representing each school and by site technology specialists. A planning committee chaired by the Assistant Superintendent of Instructional Services coordinated their work. Planning committee members played a vital role in building meeting agendas, giving orientations on software, formatting the plan, and creating various plan elements. Sue Feldman, Newhall School Technology Specialist, deserves a special “thanks” for formatting the plan into its final version and for creating a PowerPoint presentation used to introduce teachers, administrators, Board members, and community members to the plan’s elements.

To all who worked hard to create this plan, your efforts are greatly appreciated. Newhall’s students will be grateful for giving them what they need to attain technological literacy.
Professional Development

Performance-Based Focus

Professional development is aligned to student performance objectives for word processing, keyboarding, presentation, spreadsheets, Internet, email and graphics. These performance objectives specify:

- the type of work students will do, linked to a curricular area, for a given technology domain
- the criteria for student performance “at standard” (e.g., grade 3 keyboarding: student will complete Type to Learn, Lessons 1-7, at ten (10) words per minute with 80% accuracy)
- the software students will use

Explicit performance objectives enable site and district professional development committees, as well as consultants in the Los Angeles County Office of Education, to plan activities that address precise “need” areas. For example, a fourth grade teacher who possesses the knowledge and skill to ensure that 90% of her students attain the email performance objectives may not possess the knowledge and skill to help her students attain the spreadsheet objectives. Since the performance objectives are explicit, teachers and administrators can assess needs and plan accordingly. For professional development, planning will:

- reflect assessed site/district needs based on demonstrated mastery of personnel responsible for direct instruction to students
- reflect alignment of resources (funding, hardware, software, personnel, technical support) to performance objectives
- incorporate the Design Elements for High Quality Professional Development (1998, California Commission on Teacher Credentialing and the California Department of Education—see following section)
- reflect a phased incorporation of performance objectives into the district’s comprehensive accountability system

Site/District Planning

After reviewing the performance objectives, (the “What Students Do” and the “Performance at Standard” sections of the plan), sites will specify professional development needs and create an implementation time line that “backs up” from the date(s) they are prepared to report grade-by-grade percentages of students performing “at-standard.” Full implementation is expected in three to five years.
A need that is addressed means that staff responsible for teaching a technology domain (e.g., graphics) have the knowledge and skill to ensure that at least 90% of the students demonstrate mastery.

Once sites specify and time-line needs, they can choose from a variety of formats to address them, incorporating the Design Elements of High Quality Professional Development.

These formats might include:

1. providing a stipend to faculty or adjunct personnel to conduct training on site, plus ongoing coaching
2. hiring a contractor (trainer) to conduct training and coaching on site
3. collaborating with other sites to do (1) or (2) above
4. working with the Assistant Superintendent of Instructional Services to schedule district-wide training (or training of trainers) that would employ adjunct personnel, contractors, and/or trainers from the Los Angeles County Office of Education
5. working with local colleges to develop and deliver classes at one of the sites

Ensuring students perform “at-standard” on the objectives is the top professional development priority; however, sites and the District can provide additional opportunities to help teachers maximize benefits of technology, both for instruction and classroom management.
The Design Elements for High Quality Professional Development

1. **Uses student performance and achievement data, including student feedback, teacher observation, and analysis of student work and test scores, as part of the process for individual and organizational learning.**

   Sources of data and information include the results and outcome from multiple forms of assessment. In addition, information about the students’ cultural context and learning history is included. The purpose of using a variety of data sources is for teachers to know their students well, and then to use that knowledge to plan professional development that will increase students’ learning.

2. **Uses a coherent, long-term professional development planning process, connected to the school plan, that reflects both site-based priorities and individual learning needs.**

   Professional development planning is an ongoing process that is closely linked to other planning activities at the site—those that take place for Program Quality Review, Focus on Learning, school improvement, and various initiatives. Plans and initiatives are linked systemically and overlap with whole-school goals. The planning process is ongoing and changes are made as a result of teacher feedback and formative evaluation of teacher learning.

3. **Provides time for professional learning to occur in a meaningful manner.**

   Time is the greatest stumbling block for providing relevant and timely high quality learning opportunities for teachers—time to plan, reflect, design lessons together, and examine and make meaning of content and teaching standards. Teachers need time both on-site and away from school to pursue learning opportunities.

4. **Respects and encourages the leadership development of teachers.**

   There are a variety of leadership roles for teachers: planning/governance at the site, mentoring new teachers, acting as consulting teachers, coordinating alliances and learning networks among teachers, developing curriculum, and advising district and state policymakers. *The California Standards for the Teaching Profession* (CSTP) and the *National Board for Professional Teaching Standards* (NBPTS) inform local districts about ways to develop leadership roles that will model high standards for teaching.

5. **Develops, refines, and expands teachers’ pedagogical repertoire, content knowledge, and the skill to integrate both.**

   Professional development strategies such as workshops, institutes, networks, and academies, as well as job-embedded activities, are related to the *California Standards for the Teaching Profession* (CSTP) and are helpful in closing the achievement gap between the highest- and lowest-performing groups of students.

6. **Provides for and promotes the use of continuous inquiry and reflection.**

   Through inquiry and reflection, teachers come to understand content standards, self-assess their teaching with respect to the *California Standards for the Teaching Profession* (CSTP) and are helpful in closing the achievement gap between the highest- and lowest-performing groups of students.
Profession (CSTP) and examine beliefs and assumptions that impede their success with students. Strategies for ongoing inquiry and reflection include: participation in action research, creating teaching portfolios, keeping journals, examining student work and student data, reflecting with a colleague or coach, and conducting studies of individual students.

7. Provides for collaboration and collegial work, balanced with opportunities for individual learning.
A collaborative learning culture is central to the professional development enterprise and is characterized by activities such as: study groups, joint planning and problem solving, peer coaching, interdisciplinary or team teaching, and sharing learning from off-site trainings or from participation in alliances and networks. All of these activities are ongoing and help individual teachers address their personal learning plans and, at the same time, extend the learning to others at the site.

8. Follows the principles of good teaching and learning, including providing comfortable, respectful environments conducive to adult learning.
The conditions that support powerful learning for adults include attending to what is learned, how it is learned, and where it is learned. The Concerns-Based Adoption Model (CBAM) is one strategy for determining teachers’ levels of concern and, subsequently, designing appropriate learning strategies.

9. Creates broad-based support of professional development from all sectors of the organization and community through reciprocal processes for providing information and soliciting feedback.
Partnerships with parents, community members, and institutions and agencies in the broader community can provide important resources for teachers and administrators. Understanding and support for professional development, both within the educational community and with the public, can be built through communication, information sharing, and mutual respect and trust.

10. Builds in accountability practices and evaluation of professional development programs to provide a foundation for future planning.
Evaluation of professional development programs at the school site are conducted within a framework that includes: data and knowledge about students (Design Element 1), reference to the overall school plan and goals (Design Element 2), and existing state and district policies and resources (Design Element 9). Program evaluation is also referenced against teaching standards and student content standards. Every aspect of teacher learning is linked to student learning.

Source—1998, California Commission on Teacher Credentialing and the California Department of Education
**Evaluation**

Full implementation of the Newhall School District Technology Plan is defined by at least 90% of grades K-6 students demonstrating performance at or above standard for each of the seven technology domains. A description of the type and quality of work students must do to perform “at-standard” is given for each domain. Further, accompanying work samples clearly illustrate student performance that would be rated “at-standard”. The plan then, removes any guesswork concerning performance.

Evaluation will focus on year-to-year percentages of students performing at standard. These percentages will, minimally, be reported by site, grade level and domain, and will be aggregated into a single District report. Site level evaluation will likely include reports by teacher and by various program participation (e.g., Title I, English Language Learner, Gifted and Talented, etc.) categories. By disaggregating performance data, schools can pinpoint and address needs.

Based on analysis of performance data, District/site goals will specify annual increases in the percentages of students performing at standard. Targeted increases will vary, depending on the number and type of measures (additional training and computers, team teaching, etc.) that must be implemented.

The Governing Board receives annual reports on student achievement in the core subject areas. The reports cover SAT-9 results, results from the California Standards tests in reading and mathematics, the grade four Standardized Testing and Reporting (STAR) writing assessment and the Newhall School District Writing Assessment.

As the plan envisions full implementation in three to five years, annual reporting to the Board will reflect that time line. Working with the Assistant Superintendent of Instructional Services, each school will create an implementation plan and time-line based on its assessed needs (e.g., professional development, infrastructure, and/or staffing). Time-lines will show when each school will report on student performance as described above. For example, some schools will have training, infrastructure, and staff in place to report grade-by-grade student performance on keyboarding and word processing within two years. Needing more time for training/infrastructure/staffing, other schools may indicate a later implementation date (but not later than five years). Schools will use their own and District resources to attain full implementation.
Infrastructure

Measure K (1999 bond election) funds have enabled the District to build a state-of-the-art technology infrastructure to support student learning and site/district administration. Highlights include:

- **Citrix Metaframe Server:** Citrix permits multiple, concurrent users of network software (Microsoft Office 2000 and other programs) at high speed. Local computers (like the one on any educator’s desk) can operate at “server” speed, meaning that even a “slow” computer with limited memory can function at high speed with expansive memory. With Citrix, computers are useable for a much longer period of time than otherwise. Since software is served centrally, it costs less than school-by-school licenses.

- **No physical boundaries:** Thanks to Citrix, users can log in from any computer in the NSD network. All that is needed is a password. Further, users can dial in to the network from a remote location (home or other venue), provided they have modem or other access. Remote access affords the convenience and efficiency of working from any location; not just the classroom or office.

- **Student log-in’s:** Citrix’s ability to serve multiple, concurrent users extends to students as well as to staff. With passwords, students can access programs that have been selected for specific grade level use. With supervision, they can send and receive email, access the Internet and complete classroom assignments. Eventually, and with appropriate oversight, students will be able to dial in to access designated files and programs. School can, in effect, extend well beyond the scheduled day. Like school-based computers, home-based computers operate at server speed, giving them longer utility. With this advantage, even families with limited means can obtain and use an older computer with nearly the same efficiency as a costly newer computer.

- **Expansion:** As the number of users grows, the system is easily expanded. Additional servers and software licenses allow the system to meet demand for years into the future.

- **Back-up:** Two servers, running magnetic tape, “back up” files nightly. Back-up prevents loss of files due to power outages or other occurrences. Be it student work, attendance reporting, or lesson plans, the back-up system sustains productivity.

- **Security:** A Cisco Pix 515 security system prevents unauthorized access. The network is virtually “invisible” to anyone except those who hold passwords.

- **Support:** The District has a full-time Manager of Technology supported by a full-time Network Administrator. The Manager’s primary responsibilities are to keep the system up and running, trouble-shoot, apprize site and district administrators of problems and needs, and recommend improvements to sustain efficiency and cost effectiveness. The Network Administrator’s primary focus is on maintaining hardware at the sites/offices, and secondarily, to assist the Manager.
<table>
<thead>
<tr>
<th>Grade Section</th>
<th>What Students Do</th>
<th>Performance at Standard</th>
<th>California State Content Standard</th>
<th>National Educational Technology Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>6WP</td>
<td></td>
<td></td>
<td>Reading (2.1, 2.4)</td>
<td>Use keyboards and other common input and output devices efficiently and effectively</td>
</tr>
<tr>
<td></td>
<td>• Thesaurus</td>
<td>• Students type a five</td>
<td>Writing (1.1-1.5) (2.3)</td>
<td>Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide</td>
</tr>
<tr>
<td></td>
<td>• Insert table</td>
<td>page (minimum) research</td>
<td>Written and Oral English Language Conventions (1.1, 1.3-1.5)</td>
<td>Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum</td>
</tr>
<tr>
<td></td>
<td>• Insert</td>
<td>report that includes:</td>
<td>Number Sense (2.1, 2.3)</td>
<td>Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
</tr>
<tr>
<td></td>
<td>spreadsheet/chart from Excel to support research</td>
<td>• Table of contents</td>
<td>History-Social Science content standards address western and non-western ancient civilizations. Science content standards encompass plate tectonics and the Earth’s structure, heat and energy, ecology, resources, and the scientific process. If a research report was completed in this area, it would address many of the appropriate content standards.</td>
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<tr>
<td></td>
<td>• Document</td>
<td>• Formatted as a table</td>
<td></td>
<td>Practice responsible use of technology systems and software</td>
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<tr>
<td></td>
<td>formatting</td>
<td>• Formatted Title page</td>
<td></td>
<td>Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
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<td></td>
<td>• One-inch</td>
<td>• Bibliography</td>
<td></td>
<td>Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom</td>
</tr>
<tr>
<td></td>
<td>margins</td>
<td>• Headings—Arial 14</td>
<td></td>
<td>Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum</td>
</tr>
<tr>
<td></td>
<td>• Tabs</td>
<td>• Body—Arial 12</td>
<td></td>
<td>Use content-specific tools, software, and simulations to support learning and research</td>
</tr>
<tr>
<td></td>
<td>• Bullets</td>
<td>• Image within document with text wrap</td>
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</tbody>
</table>
| 5WP           | • Document formatting  
  o One-inch margins  
  o Tabs  
  o Bullets  
  o Orientation  
  • Font formatting  
  o Font face  
  o Size  
  o Color  
  o Style  
  • Paragraph structure  
  o Indent  
  • Use correct spelling and grammar  
  • Thesaurus  
  • Open and save file | • Students type a three paragraph persuasive letter in business letter format  
  • bulleted list  
  • from/to address  
  • any all purpose font size 12 | Reading  
 (2.1)  
 Writing  
 (1.2, 1.4-1.6)  
 (2.4)  
 Written and Oral English Language Conventions  
 (1.3-1.5)  
 Number Sense  
 (2.3) | • Use keyboards and other common input and output devices efficiently and effectively  
 • Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
 • Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum  
 • Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
 • Practice responsible use of technology systems and software  
 • Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom  
 • Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests  
 • Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems |

Reading (2.1)  
Writing (1.2, 1.4-1.6)  
(2.4)  
Written and Oral English Language Conventions (1.3-1.5)  
Number Sense (2.3)
<table>
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</table>
| 4WP           | • Text wrap around image  
• Insert image from file  
• Center align title  
• Right align byline  
• Font formatting  
  o Font face  
  o Size  
  o Color  
  o Style  
• Paragraph structure  
  o Indent  
• Use correct spelling and grammar  
• Open and save file  
  } Using 3 different fonts | • Students type a two paragraph (minimum) summary of a reading selection  
  • Title  
  • Byline  
  • Body | Reading  
(2.3, 2.7)  
Writing  
(1.1-1.3, 1.5-1.7, 1.9-1.10, 2.4)  
Written and Oral English Language Conventions  
(1.1-1.7)  
Number Sense  
(2.1)  
(3.4) | • Use keyboards and other common input and output devices efficiently and effectively  
• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
• Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom  
• Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum  
• Practice responsible use of technology systems and software  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
• Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems  
• Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom |
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<tr>
<td>3WP</td>
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<tr>
<td></td>
<td>• Font formatting</td>
<td>• Students type one three sentence (minimum) descriptive paragraph with a title and byline</td>
<td>Writing (1.1, 1.4) (2.1-2.2)</td>
<td>• Use keyboards and other common input and output devices efficiently and effectively</td>
</tr>
<tr>
<td></td>
<td>o Font face</td>
<td>• Center title</td>
<td>Written and Oral English Language Conventions (1.8)</td>
<td>• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide</td>
</tr>
<tr>
<td></td>
<td>o Size</td>
<td>• Center byline</td>
<td>History-Social Science content standards address describing cultures and the connection those cultures have on present day. Science content standards encompass matter, adaptations, the sky, and the scientific process. If a typed, three-sentence paragraph was completed in this area, it would address many of the appropriate content standards.</td>
<td>• Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum</td>
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<td></td>
<td>o Color</td>
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<td></td>
<td>• Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom</td>
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<td>o Style</td>
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<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
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<td></td>
<td>• Paragraph structure</td>
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<td>• Practice responsible use of technology systems and software</td>
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<tr>
<td></td>
<td>• Use correct spelling and grammar</td>
<td></td>
<td></td>
<td>• Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom</td>
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<td>• Open and save file</td>
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</table>
| 6K            | Using Typing Master, students type one of the following selections from the typing test:  
• The Rise and Fall of Egypt  
• Mesopotamia—The Second Centre of Eastern Civilization  
• Wanted Alive! Tigers in the Wild | Progress graph and accuracy chart showing 20 wpm with 90% accuracy for a five minute time period | None | • Use keyboards and other common input and output devices efficiently and effectively  
• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse |
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</table>
| 5K            | Using Typing Master, students type one of the following selections from the typing test:  
• The Wonderful Wizard of Oz  
• The Day the Zebra Lost its Stripes  
• The Locket | Progress graph and accuracy chart showing 15 wpm with 90% accuracy for a five minute time period | None | • Use keyboards and other common input and output devices efficiently and effectively  
• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse |
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</table>
| 4K            | Using Type to Learn, students complete Lessons 7-14 | Progress graph and accuracy chart showing 10 wpm with 80% accuracy | Writing (1.9) | • Use keyboards and other common input and output devices efficiently and effectively  
• Use keyboards and other common input and output devices efficiently and effectively  
• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse |
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</table>
| 3K            | Using Type to Learn, students complete Lessons 1-7 | Progress graph and accuracy chart showing 10 wpm with 80% accuracy | • Use keyboards and other common input and output devices efficiently and effectively  
• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse |
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</table>
| 6P            | Create and use storyboard to prepare a non-linear presentation that includes:  
- Hyperlink/action button  
- Slide transitions  
- Animated text/graphics  
- Sound effects  
- Custom backgrounds  
- Inserted text box  
- Formatted text  
- At least one picture or clipart inserted  
- Correct spelling and grammar | Students give an oral presentation with at least six slides | Writing (1.1, 1.3-1.4)  
Written and Oral English Language Conventions (1.1, 1.4-1.5)  
Listening and Speaking (1.4-1.9) (any of 2.1-2.5) | • Use keyboards and other common input and output devices efficiently and effectively  
• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
• Practice responsible use of technology systems and software  
• Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom  
• Apply productivity/multimedia tools and peripherals to support personal productivity, group collaboration, and learning throughout the curriculum |
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</thead>
<tbody>
<tr>
<td><strong>5P</strong></td>
<td>Create and use storyboard to prepare a linear presentation that includes:</td>
<td>Students give an oral presentation with at least four slides</td>
<td>Reading (1.1) (2.1, 2.2)</td>
<td>• Use keyboards and other common input and output devices efficiently and effectively</td>
</tr>
<tr>
<td></td>
<td>• Insert text box</td>
<td></td>
<td>Writing (1.3-1.5)</td>
<td>• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide</td>
</tr>
<tr>
<td></td>
<td>• Format text</td>
<td></td>
<td>Written and Oral English Language Conventions (1.1, 1.4)</td>
<td>• Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom</td>
</tr>
<tr>
<td></td>
<td>• Insert at least one picture or clipart</td>
<td></td>
<td>Listening and Speaking (1.2-1.6) (any of 2.1-2.3)</td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
</tr>
<tr>
<td></td>
<td>• Correct spelling and grammar</td>
<td></td>
<td>History-Social Science content standards address the development of the United States as a nation. Science content standards encompass elements, plants and animals, water on Earth, the Solar System, and the scientific process. If a four slide presentation was completed in this area, it would address many of the appropriate content standards.</td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Use telecommunications efficiently to access remote information, communicate with others in support of direct and independent learning, and pursue personal interests</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems</td>
</tr>
<tr>
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<td>Performance at Standard</td>
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</tbody>
</table>
| 4P            | Create and use storyboard to prepare a linear presentation that includes:  
  - Typing in text box  
  - Insert picture  
  - Correct spelling and grammar | Students give an oral presentation with at least 1 or 2 slides which contain text and pictures (can be combined into a class project) | Reading  
(1.1)  
(2.2)  
Writing  
(1.5-1.9)  
Written and Oral English Language Conventions  
(1.1)  
Listening and Speaking  
(1.2, 1.5-1.8)  
(any of 2.1-2.4)  
History-Social Science content standards address the discussion of the milestones of California history in relation to United States history. Science content standards encompass electricity, magnetism, organisms, and earth sciences, and the scientific process. If a one or two slide individual or class presentation was completed in this area, it would address many of the appropriate content standards. |  
- Use keyboards and other common input and output devices efficiently and effectively  
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
- Use technology tools for individual and collaborative writing, communication, and publishing activities to create knowledge products for audiences inside and outside the classroom  
- Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
- Practice responsible use of technology systems and software  
- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners  
- Determine which technology is useful and select the appropriate tool(s) and technology resources to address a variety of tasks and problems  
- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom |
<table>
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</table>
| 6S            | • Understand spreadsheet functionality  
  o Sum formula  
  o Percent formula  
  o Row or column labels  
  o Cell data  
  o Graphs  
  • Understand cell concept  
  • Use correct spelling and grammar  
  • Open and save file | Students make a table using student gathered data to write formulas for  
  • Sum  
  • Percent  
  • Contiguous cells  
  • Non-contiguous cells  
  • Range of cells  
  Students make a table of data in another area of spreadsheet | Writing  
 (1.4)  
 Written and Oral English Language Conventions  
 (1.4)  
 Number Sense  
 (1.2-1.4)  
 (2.1, 2.3)  
 Algebra and Functions  
 (1.3-1.4)  
 (2.1, 2.3)  
 Mathematical Reasoning  
 (1.1-1.3)  
 (2.1-2.6)  
 (3.1-3.3)  
 History-Social Science content standards address western and non-western ancient civilizations. Science content standards encompass plate tectonics and the Earth’s structure, heat and energy, ecology, resources, and the scientific process. If data gathering were completed in this area, it would address many of the appropriate content standards. | • Use keyboards and other common input and output devices efficiently and effectively  
 • Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
 • Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
 • Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
 • Practice responsible use of technology systems and software  
 • Use content-specific tools, software and simulations to support learning and research  
 • Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom |
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</table>
| 5S            | • Understand spreadsheet functionality  
  o Sum formula  
  o Row or column labels  
  o Cell data  
  • Understand cell concept  
  • Use correct spelling and grammar  
  • Open and save file | Students make a table of data and write a mathematical sum formula  
  • Non-contiguous cells  
  • Range of cells | Reading  
 (2.1)  
 Writing  
 (1.3)  
 Written and Oral English Language Conventions  
 (1.4)  
 Number Sense  
 (2.1, 2.3)  
 Algebra and Functions  
 (1.1-1.3, 1.5)  
 Mathematical Reasoning  
 (1.1-1.2)  
 (2.1-2.4, 2.6)  
 (3.1-3.2)  
 History-Social Science content standards address the development of the United States as a nation. Science content standards encompass elements, plants and animals, water on Earth, the Solar System, and the scientific process. If the assignment was completed in this area, it would address many of the appropriate content standards. | • Use keyboards and other common input and output devices efficiently and effectively  
 • Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
 • Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
 • Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
 • Practice responsible use of technology systems and software  
 • Use technology resources for problem solving, self-directed learning and extended learning activities |
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</thead>
</table>
| 4S            | • Understand spreadsheet functionality  
  o Sum formula  
  o Row/column labels  
  o Cell data  
  • Understand cell concept  
  • Use correct spelling and grammar  
  • Open and save file | Students use data to write a mathematical sum formula of more than 2 contiguous cells | Writing (1.9)  
 Number Sense (3.1)  
 Algebra and Functions (1.1-1.4)  
 Measurement and Geometry (1.1, 1.4)  
 Mathematical Reasoning (1.1-1.2)  
 (2.1-2.4, 2.6)  
 (3.2)  
 History-Social Science content standards address the discussion of the milestones of California history in relation to United States history. Science content standards encompass electricity, magnetism, organisms, and earth sciences, and the scientific process. If data and formulas were completed in this area, it would address many of the appropriate content standards. | • Use keyboards and other common input and output devices efficiently and effectively  
 • Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
 • Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
 • Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
 • Practice responsible use of technology systems and software  
 • Use technology resources for problem solving, self-directed learning and extended learning activities |
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<tr>
<td>3S</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Understand cell concept</td>
<td>Students type an acrostic poem occupying minimum 2 rows and maximum 2 columns</td>
<td>Written and Oral English Language Conventions (1.2, 1.4)</td>
<td>• Use keyboards and other common input and output devices efficiently and effectively</td>
</tr>
<tr>
<td></td>
<td>• Format cells</td>
<td>• Format cells in column A</td>
<td>History-Social Science content standards address describing cultures and the connection those cultures have on present day. Science content standards encompass matter, adaptations, the sky, and the scientific process. If an acrostic poem was completed in this area, it would address many of the appropriate content standards.</td>
<td>• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide</td>
</tr>
<tr>
<td></td>
<td>o Font</td>
<td>• Right align cells in column A</td>
<td></td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
</tr>
<tr>
<td></td>
<td>o Size</td>
<td></td>
<td></td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
</tr>
<tr>
<td></td>
<td>o Color</td>
<td></td>
<td></td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td>o Alignment</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use correct spelling and grammar</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Open and save file</td>
<td></td>
<td></td>
<td></td>
</tr>
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<td>What Students Do</td>
<td>Performance at Standard</td>
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</tr>
</tbody>
</table>
| 6I            | - Use Boolean language (+, -, “,”, etc) to narrow a search in a filtered search engine to find and bookmark sites to gather information  
- Determine reliable content  
- Use internet appropriately:  
  o Copyright  
  o Plagiarism  
  o Inappropriate display of material | Find and use at least three websites and include in bibliography in grade 6 word processing research report  
Use rubric to rate reliability of at least three websites  
- Include rubric in grade 6 word processing research report | Reading  
(2.1)  
Writing  
(1.4-1.5)  
(2.3)  
Written and Oral English Language Conventions  
(1.1, 1.4-1.5) | - Use keyboards and other common input and output devices efficiently and effectively  
- Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
- Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
- Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
- Practice responsible use of technology systems and software  
- Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems  
- Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom  
Use content-specific tools, software, and simulations to support learning and research |
<table>
<thead>
<tr>
<th>Grade Section</th>
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<th>Performance at Standard</th>
<th>California State Content Standard</th>
<th>National Educational Technology Standard</th>
</tr>
</thead>
</table>
| 5I            | • Use filtered directory (e.g.: Yahooliagans) to acquire and save information and pictures from the internet  
• Determine reliable content  
• Use internet appropriately:  
  o Copyright  
  o Plagiarism  
• Inappropriate display of material  
| Find and use at least two websites and two pictures to complete an assignment  
  • Reference internet source in assignment  
Use rubric to rate reliability of at least two websites  
| Reading  
(1.1)  
(2.1, 2.2)  
Writing  
(1.1, 1.3-1.5)  
Written and Oral English Language Conventions  
(1.1, 1.4)  
History-Social Science content standards address the development of the United States as a nation. Science content standards encompass elements, plants and animals, water on Earth, the Solar System, and the scientific process. If the assignment was completed in this area, it would address many of the appropriate content standards.  
| • Use keyboards and other common input and output devices efficiently and effectively  
• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
• Practice responsible use of technology systems and software  
• Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems  
• Design, develop, publish and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom  
• Use content-specific tools, software, and simulations to support learning and research  
<p>|</p>
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<th>Performance at Standard</th>
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<th>National Educational Technology Standard</th>
</tr>
</thead>
</table>
| 4I            | • Use school/district website to learn navigation skills (stop, back, forward, refresh, home)  
• Use predetermined website to gather information  
• Use internet appropriately:  
  o Copyright  
  o Plagiarism  
• Inappropriate display of material | To demonstrate navigational skills, students answer questions on a district worksheet |  
Reading (1.1, 1.6)  
(2.2)  
Writing (1.1, 1.5-1.9)  
Written and Oral English Language Conventions (1.1) |  
• Use keyboards and other common input and output devices efficiently and effectively  
• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
• Practice responsible use of technology systems and software  
• Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories |
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<tbody>
<tr>
<td><strong>6E</strong></td>
<td>• Attachments</td>
<td>• Students participate in an online collaborative project with outside source</td>
<td>• Reading (1.2, 2.1)</td>
<td>• Use keyboards and other common input and output devices efficiently and effectively</td>
</tr>
<tr>
<td></td>
<td>o Attach</td>
<td></td>
<td>• Writing (1.1-1.6)</td>
<td>• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide</td>
</tr>
<tr>
<td></td>
<td>o Send</td>
<td></td>
<td>• Written and Oral English Language Conventions (1.1-1.5)</td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
</tr>
<tr>
<td></td>
<td>o Open</td>
<td></td>
<td>• History-Social Science content standards address western and non-western ancient civilizations. Science content standards encompass plate tectonics and the Earth’s structure, heat and energy, ecology, resources, and the scientific process. If a collaborative project was completed in this area, it would address many of the appropriate content standards.</td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
</tr>
<tr>
<td></td>
<td>o Save</td>
<td></td>
<td>• Use content-specific tools, software, and simulations to support learning and research</td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td>• Delete</td>
<td></td>
<td>• Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems</td>
<td>• Use content-specific tools, software, and simulations to support learning and research</td>
</tr>
<tr>
<td></td>
<td>o Empty folders</td>
<td></td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
<td>• Use content-specific tools, software, and simulations to support learning and research</td>
</tr>
<tr>
<td></td>
<td>o Empty trash</td>
<td></td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td>• Type complete email address</td>
<td></td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
<td>• Use content-specific tools, software, and simulations to support learning and research</td>
</tr>
<tr>
<td></td>
<td>• Forward message</td>
<td></td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td>• Cc: message</td>
<td></td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
<td>• Use content-specific tools, software, and simulations to support learning and research</td>
</tr>
<tr>
<td></td>
<td>• Open and read message</td>
<td></td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td>• Reply to message</td>
<td></td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
<td>• Use content-specific tools, software, and simulations to support learning and research</td>
</tr>
<tr>
<td></td>
<td>• Create new mail</td>
<td></td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td>• Delete read message</td>
<td></td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
<td>• Use content-specific tools, software, and simulations to support learning and research</td>
</tr>
<tr>
<td></td>
<td>• Appropriate use</td>
<td></td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td>• Correct grammar and spelling</td>
<td></td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
<td>• Use content-specific tools, software, and simulations to support learning and research</td>
</tr>
<tr>
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</tr>
</tbody>
</table>
| 5E            | • Type complete email address  
• Forward message  
• Cc: message  
• Open and read message  
• Reply to message  
• Create new mail  
• Delete read message  
• Appropriate use  
• Correct grammar and spelling | Students request state report information with cc: to teacher  
• Forward reply to teacher | Reading (2.1)  
Writing (1.1-1.4, 1.6)  
Written and Oral English Language Conventions (1.1-1.5)  
History-Social Science content standards address the development of the United States as a nation. All students complete state reports. Although this does not address a specific content standard, it is supportive of standard 5.9 under U. S. History and Geography. | • Use keyboards and other common input and output devices efficiently and effectively  
• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
• Practice responsible use of technology systems and software  
Research and evaluate the accuracy, relevance, appropriateness, comprehensiveness, and bias of electronic information sources concerning real-world problems  
Use content-specific tools, software, and simulations to support learning and research |
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</table>
| 4E            | • Open and read message  
• Reply to message  
• Create new mail  
• Delete read message  
• Appropriate use  
• Correct grammar and spelling | Students respond to teacher inquiry  
Students send message to e-pal within school or district  
“In box” remains empty | Reading  
(1.6)  
(2.2) | • Use keyboards and other common input and output devices efficiently and effectively  
• Discuss common uses of technology in daily life and the advantages and disadvantages those uses provide  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse  
• Practice responsible use of technology systems and software  
• Use technology resources for problem solving, communication, and illustration of thoughts, ideas, and stories |

Reading
(1.6)

(2.2)

Writing
(1.1-1.3, 1.7, 1.9-1.10)

Written and Oral English Language Conventions
(1.1-1.7)

History-Social Science content standards address the discussion of the milestones of California history in relation to United States history. Science content standards encompass electricity, magnetism, organisms, and earth sciences, and the scientific process. If e-pals were established with this content area in mind, it would address many of the appropriate content standards.
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<td>6G</td>
<td>Using Microsoft Paint, students use the following tools: • Select • Pencil • Spray paint • Bucket (fill) • Paint brush • Colors and shapes • Edit and copy • Transparent option • Sizing Open and Save images</td>
<td>Create an image that is incorporated into a student project in another program</td>
<td>History-Social Science content standards address western and non-western ancient civilizations. Science content standards encompass plate tectonics and the Earth’s structure, heat and energy, ecology, resources, and the scientific process. If an image was completed in this area, it would address many of the appropriate content standards.</td>
<td>• Use keyboards and other common input and output devices efficiently and effectively • Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum • Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems • Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom • Practice responsible use of technology systems and software • Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
</tr>
<tr>
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<td>-----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>5G</td>
<td>Using Microsoft Paint, students use the following tools:</td>
<td>Using a state map outline, illustrate/label major cities, natural resources, rivers, lakes, mountain ranges, and other landforms</td>
<td>Reading comprehension (2.1)</td>
<td>• Use keyboards and other common input and output devices efficiently and effectively</td>
</tr>
<tr>
<td></td>
<td>• Select</td>
<td>• Label drawing with a key</td>
<td>History-Social Science content standards address the development of the United States as a nation.</td>
<td>• Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum</td>
</tr>
<tr>
<td></td>
<td>• Pencil</td>
<td></td>
<td>Science content standards encompass elements, plants and animals, water on Earth, the Solar System, and the scientific process.</td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
</tr>
<tr>
<td></td>
<td>• Stamps</td>
<td></td>
<td>This drawing would address many of the appropriate content standards</td>
<td>• Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom</td>
</tr>
<tr>
<td></td>
<td>• Fill</td>
<td></td>
<td></td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td>• Text box</td>
<td></td>
<td></td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
</tr>
<tr>
<td></td>
<td>• Paint brush</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Colors and shapes</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Edit and copy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transparent option</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Sizing</td>
<td></td>
<td></td>
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<tr>
<td></td>
<td>Open and Save images</td>
<td></td>
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</tr>
<tr>
<td>Grade Section</td>
<td>What Students Do</td>
<td>Performance at Standard</td>
<td>California State Content Standard</td>
<td>National Educational Technology Standard</td>
</tr>
<tr>
<td>---------------</td>
<td>--------------------------------------------------------------------------------</td>
<td>----------------------------------------------------------------------------------------</td>
<td>--------------------------------------------------------------------------------------------------</td>
<td>------------------------------------------</td>
</tr>
</tbody>
</table>
| 4G            | Using Microsoft Paint, students use the following tools:                        | From an existing image, use multiple drawing tools to accurately recreate the image with labels | History-Social Science content standards address the discussion of the milestones of California history in relation to United States history. Science content standards encompass electricity, magnetism, organisms, and earth sciences, and the scientific process. If a drawing in this area was recreated and properly labeled, it would address many of the appropriate content standards. | • Use keyboards and other common input and output devices efficiently and effectively  
• Use general purpose productivity tools and peripherals to support personal productivity, remEDIATE skill deficits, and facilitate learning throughout the curriculum  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Practice responsible use of technology systems and software  
• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse |
<table>
<thead>
<tr>
<th>Grade Section</th>
<th>What Students Do</th>
<th>Performance at Standard</th>
<th>California State Content Standard</th>
<th>National Educational Technology Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>3G</td>
<td>Using Microsoft Paint, students use the following tools:</td>
<td>Following written instructions, create a symmetrical picture, such as a butterfly, with labels</td>
<td>Reading Comprehension (2.7)</td>
<td>• Use keyboards and other common input and output devices efficiently and effectively</td>
</tr>
<tr>
<td></td>
<td>• Select</td>
<td></td>
<td>History-Social Science content standards address describing cultures and the connection those cultures have on present day. Science content standards encompass matter, adaptations, the sky, and the scientific process. If the drawings were completed in this area, it would address many of the appropriate content standards.</td>
<td>• Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum</td>
</tr>
<tr>
<td></td>
<td>• Pencil</td>
<td></td>
<td></td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
</tr>
<tr>
<td></td>
<td>• Fill</td>
<td></td>
<td></td>
<td>• Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom</td>
</tr>
<tr>
<td></td>
<td>• Text box</td>
<td></td>
<td></td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td>• Colors and shapes</td>
<td></td>
<td></td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
</tr>
<tr>
<td></td>
<td>• Sizing</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Edit and copy</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Transparent option</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open and Save images</td>
<td></td>
<td></td>
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©NSD 2001, 2005
<table>
<thead>
<tr>
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<th>National Educational Technology Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>2G</td>
<td>Using Kid Pix, students use the following tools:</td>
<td>Students illustrate a mathematical fact family using four different stamps</td>
<td>Number Sense (2.0)</td>
<td>• Use keyboards and other common input and output devices efficiently and effectively</td>
</tr>
<tr>
<td></td>
<td>• Stamps</td>
<td></td>
<td>Algebra and Functions (1.3)</td>
<td>• Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum</td>
</tr>
<tr>
<td></td>
<td>• Shape Tool</td>
<td></td>
<td></td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
</tr>
<tr>
<td></td>
<td>• Text box</td>
<td></td>
<td></td>
<td>• Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom</td>
</tr>
<tr>
<td></td>
<td>• Type first and last name</td>
<td></td>
<td></td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td>• Straight lines</td>
<td></td>
<td></td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
</tr>
<tr>
<td></td>
<td>• +, =, - on the keyboard</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Log in</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Open and save images</td>
<td></td>
<td></td>
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<td>---------------</td>
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<td>-------------------------------------------</td>
</tr>
</tbody>
</table>
| **1G**        | Using Kid Pix, students use the following tools:  
• Pencil  
• Text box  
• Text  
• Type first and last name  
• Bucket  
• Colors  
• Shape tools (circle, square, straight line)  
Log in | From single step written directions, student will draw a picture and type their name correctly | Reading comprehension (2.3)  
Listening and speaking (1.1) | • Use keyboards and other common input and output devices efficiently and effectively  
• Use general purpose productivity tools and peripherals to support personal productivity, remEDIATE skill deficits, and facilitate learning throughout the curriculum  
• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems  
• Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom  
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<th>California State Content Standard</th>
<th>National Educational Technology Standard</th>
</tr>
</thead>
<tbody>
<tr>
<td>KG</td>
<td>Using Kid Pix, students use the following tools: • Stamps • Pencil • Colors • Bucket • Text box • Type first name</td>
<td>Students match stamps to color, number, or alphabet</td>
<td>Writing (1.1)</td>
<td>• Use keyboards and other common input and output devices efficiently and effectively</td>
</tr>
<tr>
<td></td>
<td>Students also become adept at using the mouse to move around the screen and selecting</td>
<td>Students type their name correctly</td>
<td>Listening and Speaking (1.1)</td>
<td>• Use general purpose productivity tools and peripherals to support personal productivity, remediate skill deficits, and facilitate learning throughout the curriculum</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Select and use appropriate tools and technology resources to accomplish a variety of tasks and solve problems</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Design, develop, publish, and present products using technology resources that demonstrate and communicate curriculum concepts to audiences inside and outside the classroom</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Practice responsible use of technology systems and software</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Exhibit legal and ethical behaviors when using information and technology and discuss consequences of misuse</td>
</tr>
</tbody>
</table>
Newhall School District

Performance Objectives
by Grade Level
# Grade 6

<table>
<thead>
<tr>
<th>Section</th>
<th>6WP</th>
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<th>6P</th>
<th>6S</th>
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<th>6G</th>
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</thead>
<tbody>
<tr>
<td>Application</td>
<td>Word Processing</td>
<td>Keyboarding</td>
<td>Presentation</td>
<td>Spreadsheets</td>
<td>Internet</td>
<td>Email</td>
<td>Graphics</td>
</tr>
</tbody>
</table>

## What Students Do

- **Thesaurus**
- **Insert table**
- **Insert spreadsheet/chart from Excel to support research**
- **Document formatting**
- **One-inch margins**
- **Tabs**
- **Bullets**
- **Orientation**
- **Page numbers**
- **Double-spaced**
- **Insert image from file**
- **Center align title**
- **Right align byline**
- **Font formatting**
- **Font face**
- **Size**
- **Color**
- **Style**
- **Paragraph structure**
- **Indent**
- **Use correct spelling and grammar**
- **Open and save file**

Using Typing Master, students type one of the following selections from the typing test:

- **The Rise and Fall of Egypt**
- **Mesopotamia—The Second Centre of Eastern Civilization**
- **Wanted Alive! Tigers in the Wild**

- **Create and use storyboard to prepare a linear presentation that includes:**
  - Typing in text box
  - Correct spelling and grammar

- **Functionality**
- **Sum formula**
- **Percent formula**
- **Row or column labels**
- **Cell data**
- **Graphs**
- **Understand cell concept**
- **Use correct spelling and grammar**
  - Open and save file

Using Boolean language (+, -, etc) to narrow a search in a filtered search engine to find and bookmark sites to gather information.

- **Determine reliable content**
- **Use internet appropriately:**
  - Copyright
  - Plagiarism
  - Inappropriate display of material
  - Open and Save images

- **Attach**
- **Send**
- **Open**
- **Save**
- **Delete**
- **Empty folders**
- **Empty trash**
- **Type complete email address**
- **Forward message**
- **Cc: message**
- **Open and read message**
- **Reply to message**
- **Create new mail**
- **Delete incoming message**
- **Appropriate use**
- **Correct grammar and spelling**

Using Microsoft Paint, students use the following tools:

- **Pencil**
- **Spray paint**
- **Bucket (fill)**
- **Paint brush**
- **Colors and shapes**
- **Edit/copy**
- **Transparent option**
- **Select**
- **Sizing**

Open and Save images

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**INFORMATION ONLY**
<table>
<thead>
<tr>
<th>Section</th>
<th>5WP</th>
<th>5K</th>
<th>5P</th>
<th>5S</th>
<th>5I</th>
<th>5E</th>
<th>5G</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Application</strong></td>
<td><strong>Word Processing</strong></td>
<td><strong>Keyboarding</strong></td>
<td><strong>Presentation</strong></td>
<td><strong>Spreadsheets</strong></td>
<td><strong>Internet</strong></td>
<td><strong>Email</strong></td>
<td><strong>Graphics</strong></td>
</tr>
<tr>
<td><strong>What Students Do</strong></td>
<td>• Document formatting</td>
<td>• Create and use storyboard to prepare a linear presentation that includes:</td>
<td>• Understand spreadsheet functionality</td>
<td>• Use filtered directory (e.g.: Yahooliagans) to acquire and save information and pictures from the internet</td>
<td>• Type complete email address</td>
<td>• Using Microsoft Paint, students use the following tools:</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• One-inch margins</td>
<td>• Insert text box</td>
<td>• Sum formula</td>
<td>• Determine reliable content</td>
<td>• Forward message</td>
<td>• Choose a background</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Tabs</td>
<td>• Format text</td>
<td>• Row or column labels</td>
<td>• Use internet appropriately:</td>
<td>• Cc: message</td>
<td>• Pencil</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Bullets</td>
<td>• Insert at least one picture or clipart</td>
<td>• Cell data</td>
<td>• Copyright</td>
<td>• Open and read message</td>
<td>• Stamps</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Orientation</td>
<td>• Correct spelling and grammar</td>
<td>• Understand cell concept</td>
<td>• Plagiarism</td>
<td>• Reply to message</td>
<td>• Fill</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Font formatting</td>
<td>• Open and save file</td>
<td>• Use correct spelling and grammar</td>
<td>• Inappropriate display of material</td>
<td>• Create new mail</td>
<td>• Text box</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Font face</td>
<td>• Thesaurus</td>
<td>• Parallel text box</td>
<td></td>
<td>• Delete incoming message</td>
<td>• Paint brush</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Size</td>
<td>• Open and save file</td>
<td>• Pencil</td>
<td>• Appropriate use</td>
<td>• Transparent option</td>
<td>• Colors and shapes</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Color</td>
<td>• Tabs</td>
<td></td>
<td>• Correct grammar and spelling</td>
<td>• Select</td>
<td>• Edit/copy</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Style</td>
<td>• Bullets</td>
<td>• Bullets</td>
<td></td>
<td></td>
<td>• Transparent option</td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Paragraph structure</td>
<td>• Orientation</td>
<td>• Use correct spelling and grammar</td>
<td>• Correct grammar and spelling</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Indent</td>
<td>• Teacher</td>
<td>• Open and save file</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Use correct spelling and grammar</td>
<td>• The Wonderful Wizard of Oz</td>
<td>• The Locket</td>
<td>• Open and save file</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Thesaurus</td>
<td>• The Day the Zebra Lost its Stripes</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>• Open and save file</td>
<td>• The Locket</td>
<td></td>
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</tr>
</tbody>
</table>

**NOTES:**
- Using Typing Master, students type one of the following selections from the typing test:
- The Wonderful Wizard of Oz
- The Day the Zebra Lost its Stripes
- The Locket

**Using Microsoft Paint, students use the following tools:**
- Choose a background
- Pencil
- Stamps
- Fill
- Text box
- Paint brush
- Colors and shapes
- Edit/copy
- Transparent option
- Select
- Sizing

Open and Save images
## Grade 4

<table>
<thead>
<tr>
<th>Section</th>
<th>4WP</th>
<th>4K</th>
<th>4P</th>
<th>4S</th>
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<td>Application</td>
<td>Word Processing</td>
<td>Keyboarding</td>
<td>Presentation</td>
<td>Spreadsheets</td>
<td>Internet</td>
<td>Email</td>
<td>Graphics</td>
</tr>
<tr>
<td><strong>What Students Do</strong></td>
<td></td>
<td></td>
<td></td>
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<td></td>
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</tr>
<tr>
<td>• Text wrap around image</td>
<td>• Create and use storyboard to prepare a linear presentation that includes:</td>
<td>• Understand spreadsheet functionality</td>
<td>• Use school/district website to learn navigation skills (stop, back, forward, refresh, home)</td>
<td>• Open and read message</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Insert image from file</td>
<td>• Type in text box</td>
<td>• Sum formula</td>
<td>• Use predetermined website to gather information</td>
<td>• Reply to message</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Center align title</td>
<td>• Insert picture</td>
<td>• Row/column labels</td>
<td>• Use internet appropriately:</td>
<td>• Create new mail</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Right align byline</td>
<td>• Correct spelling and grammar</td>
<td>• Cell data</td>
<td>• Copyright</td>
<td>• Delete incoming message</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Font formatting</td>
<td>• Paragraph structure</td>
<td>• Understand cell concept</td>
<td>• Plagiarism</td>
<td>• Appropriate use</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>• Font face</td>
<td>• Indent</td>
<td>• Use correct spelling and grammar</td>
<td>• Inappropriate display of material</td>
<td>• Correct grammar and spelling</td>
<td></td>
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<tr>
<td>• Size</td>
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<td>• Color</td>
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<tr>
<td>• Paragraph structure</td>
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<tr>
<td>• Open and save file</td>
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</tr>
</tbody>
</table>

Using Type to Learn, students complete Lessons 7-14.

Using Microsoft Paint, students use the following tools:
- Pencil
- Spray paint
- Fill
- Text box
- Paint brush
- Colors and shapes
- Edit/copy
- Transparent option
- Select
- Sizing

Open and Save images.
### Grade 3

<table>
<thead>
<tr>
<th>Section</th>
<th>3WP</th>
<th>3K</th>
<th>3P</th>
<th>3S</th>
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<tbody>
<tr>
<td>Application</td>
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<td>Keyboarding</td>
<td>Presentation</td>
<td>Spreadsheets</td>
<td>Internet</td>
<td>Email</td>
<td>Graphics</td>
</tr>
</tbody>
</table>
| What Students Do | • Font formatting  
• Font face  
• Size  
• Color  
• Style  
• Paragraph structure  
• Indent  
• Use correct spelling and grammar  
• Open and save file | Using Type to Learn, students complete Lessons 1-7 | • Understand cell concept  
• Format cells  
• Font  
• Size  
• Color  
• Alignment  
• Use correct spelling and grammar  
• Open and save file | | | | Using Microsoft Paint, students use the following tools:  
• Pencil  
• Fill  
• Text box  
• Colors and shapes  
• Edit/copy  
• Transparent option  
• Select  
• Sizing  
Open and Save images |

### Grade 2

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<th>2S</th>
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<tbody>
<tr>
<td>Application</td>
<td>Word Processing</td>
<td>Keyboarding</td>
<td>Presentation</td>
<td>Spreadsheets</td>
<td>Internet</td>
<td>Email</td>
<td>Graphics</td>
</tr>
</tbody>
</table>
| What Students Do | Through the use of any available software, students will:  
identify and properly use components:  
• Mouse  
• Keyboard (use right and left sides with appropriate hands)  
• Monitor  
• Desktop and icons  
• Use and care of a removable storage media (floppy, CD, etc.)  
Students will use letters and special keys on the keyboard by being able to type letters that spell grade level appropriate words. | | | | | | Using Kid Pix, students use the following tools:  
• Stamps  
• Shape tool  
• Text box  
• Type first and last name  
• Straight lines  
• +, =, - on the keyboard  
• Open and save file |
## Grade 1

<table>
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<th>1P</th>
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<td>Internet</td>
<td>Email</td>
<td>Graphics</td>
</tr>
<tr>
<td>What Students Do</td>
<td></td>
<td></td>
<td></td>
<td>Through the use of any available software, students will: identify and properly use components:</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Mouse</td>
<td></td>
<td></td>
<td>• Pencil</td>
</tr>
<tr>
<td></td>
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<td></td>
<td></td>
<td>• Keyboard</td>
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<td>• Colors</td>
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<td>• Monitor</td>
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<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Desktop and icons</td>
<td></td>
<td></td>
<td>• Type first and last name</td>
</tr>
<tr>
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<td></td>
<td></td>
<td>Students will identify letters and home row on the keyboard by being able to identify letters that spell grade level appropriate words. Students will demonstrate acceptable behavior while working at the computer.</td>
<td></td>
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<td>• Text box</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>Students also become adept at using the mouse to move around the screen and selecting</td>
<td></td>
<td></td>
<td>Log in</td>
</tr>
</tbody>
</table>

## Kindergarten

<table>
<thead>
<tr>
<th>Section</th>
<th>KWP</th>
<th>KK</th>
<th>KP</th>
<th>KS</th>
<th>KI</th>
<th>KE</th>
<th>KG</th>
</tr>
</thead>
<tbody>
<tr>
<td>Application</td>
<td>Word Processing</td>
<td>Keyboarding</td>
<td>Presentation</td>
<td>Spreadsheets</td>
<td>Internet</td>
<td>Email</td>
<td>Graphics</td>
</tr>
<tr>
<td>What Students Do</td>
<td>Through the use of any available software, students will: identify and properly use components:</td>
<td></td>
<td></td>
<td>Students will identify letters on the keyboard by being able to identify letters that spell their name. Students will demonstrate acceptable behavior while working at the computer.</td>
<td></td>
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<tr>
<td></td>
<td>• Mouse</td>
<td></td>
<td></td>
<td>Students also become adept at using the mouse to move around the screen and selecting</td>
<td></td>
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<td>• Pencil</td>
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<td></td>
<td>• Keyboard</td>
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<td>• Colors</td>
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<td></td>
<td>• Monitor</td>
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<td>• Bucket</td>
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<tr>
<td></td>
<td>• Desktop and icons</td>
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<td></td>
<td>• Stamps</td>
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<tr>
<td></td>
<td>Students will identify letters on the keyboard by being able to identify letters that spell their name.</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td>• Type first name</td>
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<tr>
<td></td>
<td>Students will demonstrate acceptable behavior while working at the computer.</td>
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<td></td>
<td></td>
<td></td>
<td></td>
<td>• Text box</td>
</tr>
</tbody>
</table>