

Performance Indicators

By the end of Kindergarten, students should be able to:

1. Identify the computer as a resource for finding information.
2. Locate the letters of his/her name on the keyboard.
3. Begin to use the return/enter key, space bar, and mouse.
4. Demonstrate respect for the rights of others while using the computer.
5. Use developmentally appropriate multimedia resources (online learning activities, educational software, elementary multimedia dictionaries and encyclopedias) to support learning.
6. Practice responsible use of technology systems and software.
7. Communicate about technology using developmentally appropriate and accurate terminology (computer, mouse, monitor, keyboard).
8. Create developmentally appropriate multimedia products with support from teachers, other staff members, student partners, or family members.

By the end of First Grade, students should be able to:

1. Recognize the computer as a resource for finding information.
2. Explore multimedia reference sources with guidance.
3. Begin to use the shift key and be able to use the return/enter key, the space bar and the mouse.
4. Develop technology skills (handle various types of disks properly, save to appropriate file locations [Drives A:, H:, and S:], point, click, double-click).
5. Use the basic components of a computer with assistance (CD-ROM drive, keyboard, mouse, monitor, and printer). (1, 3)
6. Communicate about technology using developmentally appropriate and accurate terminology (click, double-click, right-click, floppy drive, CD-ROM).
7. Demonstrate respect for the rights of others while using the computer.
8. Give examples of how people use technology in their jobs.
9. Use grade appropriate multimedia resources (online learning activities, educational software, elementary multimedia dictionaries and encyclopedias) to support learning.
10. Create developmentally appropriate multimedia products with support from teachers, other staff members, student partners, or family members.
11. Practice responsible use of technology systems and software.
12. Use word processing software to create simple documents.

By the end of Second Grade, students should be able to:

1. Recognize the computer as a resource for finding and clarifying information.
2. Draw conclusions using information gathered from electronic resources.
3. Explore various multimedia reference sources with guidance.
4. Use the shift key appropriately and begin to use two hands on the keyboard.
5. Start, shut down, and restart the computer.
6. Use the basic components of a computer with some assistance. (Disk drives, keyboard, monitor, mouse).
7. Describe uses of technology in everyday life.
8. Begin to use the computer for word processing and multimedia applications.
9. Use grade appropriate software vocabulary (text, scroll, font, graphic).
10. Create developmentally appropriate multimedia products with support from teachers, other staff members, student partners, or family members.
11. Recognize ownership and authorship of software and of others' products.
12. Begin to recognize networking capabilities within the school.
13. Use grade appropriate curriculum software.

By the end of Third Grade, students should be able to:

1. Use a search engine to conduct a search with assistance.
2. Begin to use technology resources to organize data, interpret information, and draw conclusions.
3. Use grade appropriate multimedia reference sources.
4. Begin to cite information sources gathered from electronic resources.
5. Begin to use basic, appropriate keyboarding skills.
6. Describe the differences between hardware and software and use both appropriately.
7. Identify some of the ways technology can be used to help people solve problems.
8. Follow basic copyright laws as they apply to technology.
9. Use grade appropriate curriculum related software.
10. Create word-processed documents.
11. Use multimedia software to create and present a product with assistance.
12. Enter, sort and find information in established spreadsheets and databases with assistance.
13. Use grade level appropriated vocabulary (font, highlight, copy, cut, paste, file, folder, spreadsheet, and database).
14. Save files to appropriate locations.

By the end of Fourth Grade, the student will be able to:

1. Select appropriate search strategies to access and retrieve information from various electronic resources with guidance.

2. Organize and store information gathered from various electronic resources.
3. Use information gathered to create a computer-generated product.
4. Cite sources of information gathered from electronic resources.
5. Demonstrate proper keyboarding techniques. Goal = 20 WPM with 95% accuracy.
6. Operate peripheral devices with assistance (printer, scanner, digital camera, video camera).
7. Identify the components of a local area network (server, workstation, cabling/connection, software).
8. Identify important issues, both positive and negative, in a technological society. (2, 3)
9. Explain and follow copyright laws that apply to electronic media.
10. Use grade appropriate curriculum related software.
11. Enter, sort, and find information in spreadsheets and databases with assistance.
12. Use word processing or publishing software to create a document at least one page in length.
13. Use multimedia software to create and give a presentation.
14. Use grade level appropriate software vocabulary (menu bar, button bar, drawing tools, image, text formatting, cell, row, column, record, field).
15. Explore bookmarked or recommended web sites.
16. Participate in a class telecommunications activity.
17. Identify appropriate network etiquette.

By the end of Fifth Grade, students will be able to:

1. Select appropriate search strategies to access and retrieve information from various electronic resources.
2. Organize and store information gathered from various electronic resources.
3. Compare, contrast, and evaluate information gathered from electronic resources.
4. Cite sources of information gathered from electronic resources.
5. Identify components of a wide area network (servers, workstations, cabling/connection, software).
6. Use proper keyboarding techniques for keying all letters. Goal = 25 WPM with 95% accuracy.
7. Use grade level computer vocabulary (home page, web page, hypertext links, URL, digital information).
8. Operate peripheral devices (printer, scanner, digital camera, video camera, projection devices).
9. Explain the capabilities and limitations of technology.
10. Identify and describe important issues, both positive and negative, in a technological society. (2, 3)
11. Explain and follow copyright laws as they pertain to electronic media. (2, 3)

12. Use grade appropriate curriculum software.
13. Create simple databases and spreadsheets.
14. Enter, sort and find information in database and spreadsheets.
15. Use word processing and/or publishing software to create document one to two pages in length.
16. Integrate computer graphics into documents.
17. Participate in a class telecommunications activity.
18. Create and organize bookmarks for web sites.
19. Describe search engines and directories.
20. Use appropriate network etiquette.

By the end of Sixth Grade, students will be able to:

1. Use current technologies to search for information from the Internet, electronic encyclopedias, almanacs, indexes, and catalogues.
2. Develop an awareness of bias, propoganda and conflicting information gathered from electronic resources.
3. Combine information from various resources, including electronic resources, into student work.
4. Cite sources of information by using an established style manual, such as MLA or APA.
5. Begin to develop measurable speed and accuracy in keyboarding skills. Goal = 30 WPM with 95% accuracy.
6. Use scanners and other peripherals to import data and graphics into documents with assistance.
7. Use grade level appropriate computer vocabulary (bit, byte, gigabit, terabit, Ethernet, binary, memory, RAM, ROM).
8. Investigate uses of and innovations in computer technology.
9. Explain the impact of technological changes on society.
10. Respect copyright laws.
11. Use grade appropriate curriculum software.
12. With assistance, identify appropriate software to accomplish a given task.
13. Compose and edit a multi-page document using word processing or publishing software.
14. Create, manage and communicate information through the use of databases and spreadsheets.
15. Explore page layout using publishing software.
16. Use the computer to show information through pictures, charts, and graphs.
17. Use directories and search engines to locate information.
18. Discuss aspects of web page design.
19. Use appropriate network etiquette.

By the end of Seventh Grade, students will be able to:

1. Use current technologies to search for information (Internet, electronic encyclopedias, almanacs, indexes, catalogues).

2. Demonstrate an awareness of bias, propaganda and conflicting information gathered from electronic resources.
3. Select and integrate information gathered from sources, including electronic sources, into student work.
4. Cite sources of information using an established style manual, such as MLA or APA.
5. Develop increased speed and accuracy in keyboarding skills. Goal = 35 WPM with 95% accuracy.
6. Use grade level appropriate computer vocabulary (template, layout, search engine, download, upload).
7. Use scanners and other peripherals to import data and graphics into documents and presentations.
8. Explore career and occupational opportunities related to technology.
9. Analyze the impact of technological changes on society.
10. Respect copyright laws.
11. Use grade appropriate curriculum software.
12. Identify appropriate software to accomplish a given task.
13. Compose and edit a multi-page document using word processing and publishing software.
14. Create, manage and integrate information through student-created spreadsheets (formulas, charts, tables, graphs).
15. Create, manage, and integrate information through student-created databases.
16. Explore and evaluate types and styles of page layouts using publishing software.
17. Use local and worldwide network communication systems.
18. Explore how web pages are created and published.
19. Compare design and content of various web pages.
20. Use appropriate network etiquette.

By the end of Eighth Grade, students will be able to:

1. Apply the skills necessary to store, retrieve and transmit electronic information to perform research.
2. Use the results of the research process to create an original product.
3. Cite sources of information using an established style manual, such as the MLA or APA.
4. Develop speed and accuracy in keyboarding skills. Goal = 40 WPM with 95% accuracy.
5. Continue to use grade level appropriate computer vocabulary.
6. Select and use technology appropriate for a given task.
7. Explain and discuss the impact of developments in and ethical issues related to emerging technologies.
8. Evaluate career and occupational opportunities related to technology.
9. Analyze the global impact of technological changes.
10. Respect copyright laws.
11. Use grade appropriate curriculum related software.

12. Select and use the appropriate software to create and edit a multi-page document including text and graphics.
13. Create spreadsheets including entering data, setting up formulas, and analyzing data.
14. Create charts and graphs using data from spreadsheets.
15. Create databases including defining fields, entering data and producing reports in various forms.
16. Design and create a web page.
17. Use publishing software to create page layouts that include graphics.
18. Integrate databases, graphics and spreadsheets into word processed documents and presentations.
19. Use appropriate network etiquette.