

## WASHINGTON STATE – TECHNOLOGY ESSENTIAL LEARNINGS

<b>Tech Foundations</b>		<b>Information Navigator</b>		<b>Effective Communicator, Creator, Quality Producer</b>			<b>Responsible Citizen</b>
The student develops sufficient technical skills to successfully install, set up and use the technology and telecommunications tools in his/her daily life, work situations and learning environments.		The student recognizes and values the breadth of information sources, browses those sources, differentiates and selectively chooses sources, and retrieves appropriate information data using all forms of media, technology and telecommunications. The student reviews data from a variety of sources, analyzing, synthesizing and evaluating data to transform it into useful information and knowledge to solve problems. The student discriminates among a variety of technologies and media to extend and expand his/her capabilities.		The student constructs new meaning and knowledge by combining and synthesizing different types of information through technology, telecommunications and computer modeling/simulations. The student creates, produces and presents ideas and unique representations of thoughts through a variety of media by analyzing the task before him/her, the technologies available, and appropriately selecting and using the most effective tool(s)/media for the purpose and audience.			The student understands the ethical, cultural, environmental and societal implications of technology and telecommunications, and develops a sense of stewardship and individual responsibility regarding his/her use of technology and telecommunications networks.

### TECHNOLOGY OBJECTIVES / SCOPE AND SEQUENCE FOR GRADES K-7

Strands	K	1	2	3	4	5	6	7
Tech Education	Use keystrokes and/or menu bar to return to main menu when appropriate.	Demonstrate proper start-up, log-on and shut-down for software and/or server applications, and use the finder to determine open applications.  Navigate network/servers to find saved documents or to save documents (introduce).	Turn computer on/off and follow a restart procedure when it freezes.  Check that mouse/keyboard cords are plugged in correctly.  Navigate network/servers to find saved documents or to save documents (extend).	Use a restart procedure when necessary.	Use chooser to select server(s) (if applicable – this varies by school)	Use "Find" tool to locate misplaced documents.		
Keyboarding	Use mouse, type name, and understand how and when to use specialized keys such as delete and space bar.	Understand which keys are specific to the right-hand and left-hand sides of the keyboard.  Enter simple words using "hunt and peck" method while maintaining R- and L-hand orientation.	Begin to use home row keys and keyboard simple sentences.	Keyboard with home row and reach, using touch-typing techniques, sometimes.  Demonstrate proper use of shift keys.	Keyboard using proper touch-typing techniques.	Use proper keyboarding techniques while typing from copy or while composing.	<i>Use proper keyboarding techniques while typing from copy or while composing.</i>	<i>Use proper keyboarding techniques while typing from copy or while composing.</i>

*Italics indicate that an objective was initially taught in a previous grade level, but should be reviewed and reinforced to ensure mastery.*

Strands	K	1	2	3	4	5	6	7
Integrated Word Processing (WP) and Graphics		Develop awareness of the word processor as a tool through teacher example and application.  Use draw tools to create a picture.	Demonstrate beginning document skills (type, delete characters, return)  Format text (size style) – (introduce).	Use cut, copy and paste (introduce).  Use spell checker (introduce).  Format text (bold, underline) – (extend).  Work with graphics (e.g., select, insert, move, resize).	Use cut, copy, and paste (extend).  Use spell checker (extend).  Demonstrate ability to launch, save, save as, and print WP document.  Manipulate graphics (e.g., copy, paste, duplicate, stretch, fill).	Publish a WP document using page design tools such as margins, justification, and line spacing.  Move and copy text between two or more documents.  Import graphics from another source.  Create documents using graphics.	Apply WP skills to the writing process, with emphasis on WP use in editing and organizing/outlining.  Publish a multi-page WP document that incorporates graphics and charts.	Choose and apply the WP as a tool when appropriate for the writing process, learning, and communicating.  Choose and use best methods for inserting most effective graphics into word processed documents.
Information Systems and Networks	Understand that computers store information that can be accessed and retrieved (introduce).	Understand that computers store information that can be accessed and retrieved (extend).  Develop awareness of networks as a tool through teacher example and application.	Access and retrieve electronic information (introduce).  Understand the function of the library browser (introduce).  <i>Develop awareness of networks as a tool through teacher example and application.</i>	Access and retrieve electronic information (extend).  Use the library browser (extend).	Access and retrieve electronic information independently.  Use the library browser independently.	<i>Access and retrieve electronic information independently.</i>  Use search strategies such as key words.	Choose electronic information sources appropriately, and access and retrieve information.	<i>Choose electronic information sources appropriately, and access and retrieve information.</i>
Spreadsheets						Read/use a spreadsheet as an information source.	Create and use spreadsheets (introduce).  Create charts from spreadsheets.	Create and use spreadsheets for data analysis and communication (extend).
Multimedia Product/Presentation		<b>ENRICHMENT OPTION</b> Contribute to a basic electronic presentation project.	<b>ENRICHMENT OPTION</b> Create his/her own basic electronic presentation.	<b>ENRICHMENT OPTION</b> Create his/her own basic electronic presentation.	<b>ENRICHMENT OPTION</b> Create his/her own basic electronic presentation.	Develop awareness of multimedia as a tool through teacher example and application.  Create his/her own basic electronic presentation.	Create his/her own, more complex electronic presentation.*	Create his/her own electronic presentation to be shown to an authentic audience (e.g., classmates, parents).

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<b>Strands</b>	<b>K</b>	<b>1</b>	<b>2</b>	<b>3</b>	<b>4</b>	<b>5</b>	<b>6</b>	<b>7</b>
Ethics	Demonstrate appropriate behavior at the computer.	<i>Demonstrate appropriate behavior at the computer.</i>  Demonstrate respect for privacy and confidentiality (in relation to passwords).  Demonstrate respect for the computer work of others.	<i>Demonstrate appropriate behavior at the computer.</i>  <i>Demonstrate respect for privacy and confidentiality (in relation to passwords).</i>  <i>Demonstrate respect for the computer work of others.</i>	<i>Demonstrate appropriate behavior at the computer.</i>  <i>Demonstrate respect for privacy and confidentiality (in relation to passwords).</i>  <i>Demonstrate respect for the computer work of others.</i>	Understand copyright law and its implications with computers (as appropriate to grade level).  Avoid violations of copyright.  Understand plagiarism in relation to electronic information sources.  Avoid plagiarism.	<i>Understand copyright law and its implications with computers (as appropriate to grade level).</i>  <i>Avoid violations of copyright.</i>  <i>Understand plagiarism in relation to electronic information sources.</i>  <i>Avoid plagiarism.</i>	<i>Understand copyright law and its implications with computers (as appropriate to grade level).</i>  <i>Avoid violations of copyright.</i>  <i>Understand plagiarism in relation to electronic information sources.</i>  <i>Avoid plagiarism.</i>	Use computers in an ethical way, independently.

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