

## Pre-K - Grade 5

**Standard I:** The student demonstrates proficiency with basic operations and concepts.

By the end of PreKindergarten, students know and are able to do (with teacher direction and support):	By the end of Kindergarten, students know and are able to do everything required in PreKindergarten and (with teacher support):	By the end of Grade 1, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 2, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 3, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 4, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 5, students know and are able to do everything required in previous grade(s) and:
<ul style="list-style-type: none"> <li>• Able to identify a computer</li> </ul>	<ul style="list-style-type: none"> <li>• Use appropriate and accurate terminology for parts of a computer (keyboard, mouse, monitor, printer, CPU)</li> <li>• Select and start programs as directed by teacher</li> <li>• Use the mouse to point and click</li> </ul>	<ul style="list-style-type: none"> <li>• Use CDROM, DVD, and video streams</li> <li>• Know how to turn on a computer and access appropriate programs</li> <li>• Can use headphones appropriately</li> </ul>	<ul style="list-style-type: none"> <li>• Follow appropriate procedures for using a printer</li> <li>• Saves and opens work correctly</li> <li>• Uses files and folders on the network</li> <li>• Use shift, arrow, and special keys</li> </ul>	<ul style="list-style-type: none"> <li>• Edit and deletes work correctly</li> <li>• Know and demonstrate difference between closing a file or window and quitting a program</li> <li>• Begin to develop appropriate keyboarding skills</li> </ul>	<ul style="list-style-type: none"> <li>• Use keyboard shortcuts</li> <li>• Use troubleshooting procedures as directed by teacher</li> <li>• Develop appropriate keyboarding skills</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to use digital camera and/or scanner</li> <li>• Develop appropriate keyboarding skills and speed</li> <li>• Create, produce, and evaluate a PowerPoint presentation</li> </ul>

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**Standard II:** The student implements effective research strategies utilizing information and technology resources to solve problems and make decisions, (parallels Language Arts Standard IV)

By the end of PreKindergarten, students know and are able to do (with teacher direction and support):	By the end of Kindergarten, students know and are able to do everything required in PreKindergarten and (with teacher support):	By the end of Grade 1, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 2, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 3, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 4, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 5, students know and are able to do everything required in previous grade(s) and:
<p><b><u>Presearch:</u></b></p> <p><b><u>Search:</u></b></p> <p><b><u>Interpretation and Evaluation:</u></b></p> <p><b><u>Ethical and Responsible Use:</u></b> See ET-IL Standard IV</p>	<p>Use print and technology resources for problem-solving (the Internet, software, etc.)</p> <p><b><u>Presearch:</u></b></p> <p><b><u>Search:</u></b></p> <p><b><u>Interpretation and Evaluation:</u></b></p> <ul style="list-style-type: none"> <li>Recognize when information does or does not apply to topic</li> </ul> <p><b><u>Ethical and Responsible Use:</u></b> See ET-IL Standard IV</p>	<p>Work with others to plan, produce, present, and evaluate project/product appropriate to age and topic</p> <p><b><u>Presearch:</u></b></p> <p><b><u>Search:</u></b></p> <ul style="list-style-type: none"> <li>Use print, CDROM, DVD, and video streams to gather information</li> </ul> <p><b><u>Interpretation and Evaluation:</u></b></p> <p><b><u>Ethical and Responsible Use:</u></b> See ET-IL Standard IV</p>	<p>Work with others or independently to plan, produce, present, and evaluate project/product appropriate to age and topic</p> <p><b><u>Presearch:</u></b></p> <ul style="list-style-type: none"> <li>Identify possible sources of information using print, electronic, Internet and computer catalog</li> </ul> <p><b><u>Search:</u></b></p> <ul style="list-style-type: none"> <li>Begin to use subject search on the computer catalog</li> </ul>	<p>Participate in a computer or web-based simulation</p> <p><b><u>Presearch:</u></b></p> <ul style="list-style-type: none"> <li>Identify possible sources of information using print, electronic, Internet, EBSCO newspaper/magazine database, etc.</li> </ul> <p><b><u>Search:</u></b></p> <ul style="list-style-type: none"> <li>Begin to use Dewey Decimal numbers from the computer catalog to locate nonfiction</li> </ul>	<p><b><u>Presearch:</u></b></p> <ul style="list-style-type: none"> <li>Identify possible sources of information from almanacs, atlases and online references</li> </ul> <p><b><u>Search:</u></b></p> <ul style="list-style-type: none"> <li>Use Dewey Decimal numbers and call letters from the computer catalog to locate materials</li> <li>Use Internet to find accurate information</li> <li>Locate authoritative information and</li> </ul>	<p><b><u>Presearch:</u></b></p> <ul style="list-style-type: none"> <li>Select print and electronic resource(s) to meet research needs</li> <li>Evaluate information for appropriateness to assignment</li> </ul> <p><b><u>Search:</u></b></p> <ul style="list-style-type: none"> <li>Use keywords to locate information in an encyclopedia and on-line</li> <li>Read, recognize, and locate information from a bibliography or work cited page</li> <li>Identify and</li> </ul>

			<ul style="list-style-type: none"> <li>• Begin to use print features (Table of Contents, index, glossary, etc.)</li> <li>• Use teacher selected websites on the Internet</li> </ul> <p><b><u>Interpretation and Evaluation:</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate fact and previous knowledge for new information</li> </ul> <p><b><u>Ethical and Responsible Use:</u></b> See ET-IL Standard IV</p>	<p>materials</p> <ul style="list-style-type: none"> <li>• Begin to use the Internet to find information</li> <li>• Begin to locate necessary information from the computer catalog (author, title, subject, fiction, nonfiction)</li> </ul> <p><b><u>Interpretation and Evaluation:</u></b></p> <p><b><u>Ethical and Responsible Use:</u></b> See ET-IL Standard IV and:</p> <ul style="list-style-type: none"> <li>• Determine when technology is useful; select appropriate print and technology resources for tasks</li> <li>• Evaluate sources for accuracy, relevance, appropriateness, comprehensiveness, and bias</li> </ul>	<p>take notes using a graphic organizer</p> <ul style="list-style-type: none"> <li>• Begin to use keywords to locate information in an encyclopedia and on-line resources</li> <li>• Begin to learn primary vs. secondary sources</li> </ul> <p><b><u>Interpretation and Evaluation:</u></b></p> <ul style="list-style-type: none"> <li>• Evaluate information for relevance to an assignment</li> </ul> <p><b><u>Ethical and Responsible Use:</u></b> See ET-IL Standard IV</p>	<p>use primary and secondary sources</p> <p><b><u>Interpretation and Evaluation:</u></b></p> <ul style="list-style-type: none"> <li>• Create, produce, and evaluate a PowerPoint presentation for relevancy and quality</li> </ul> <p><b><u>Ethical and Responsible Use:</u></b> See ET-IL Standard IV and :</p> <ul style="list-style-type: none"> <li>• Understand and utilize the function of E-mail as a learning and communication tool</li> <li>• Identify and differentiate among misstated, slanted or biased information</li> </ul>
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**Standard III:** The student applies productivity tools to his/her learning for effective communication.

By the end of PreKindergarten, students know and are able to do (with teacher direction and support):	By the end of Kindergarten, students know and are able to do everything required in PreKindergarten and (with teacher support):	By the end of Grade 1, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 2, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 3, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 4, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 5, students know and are able to do everything required in previous grade(s) and:
<p>Begin to use print and technology tools for information</p> <p><u>Word Processing</u></p> <ul style="list-style-type: none"> <li>Begin to locate letters in print or online resources</li> </ul> <p><u>Creativity</u></p> <ul style="list-style-type: none"> <li>Begin to use teacher-selected CD-ROMs, or drawing programs</li> </ul> <p><u>Organization</u></p>	<p>Begin to use print and technology productivity tools to communicate information</p> <p><u>Word Processing</u></p> <ul style="list-style-type: none"> <li>Use appropriate upper and lower case letters in a text document</li> </ul> <p><u>Creativity</u></p> <ul style="list-style-type: none"> <li>Begin to use teacher-selected networked programs, CD-ROMs, or websites to create pictures and words</li> <li>Begin to develop</li> </ul>	<p>Use technology productivity tools (ie., Kid Pix, Microsoft Word) to communicate information</p> <p><u>Word Processing</u></p> <ul style="list-style-type: none"> <li>Use the space bar and return keys</li> <li>Type a simple sentence or phrase</li> <li>Type numbers and letters within a text document</li> </ul> <p><u>Creativity</u></p> <ul style="list-style-type: none"> <li>Use teacher-selected software or websites to</li> </ul>	<ul style="list-style-type: none"> <li>Create a document that combines text and graphics</li> <li>Identify email as form of communication</li> </ul> <p><u>Word Processing</u></p> <ul style="list-style-type: none"> <li>Know how to enter, delete, cut, copy and paste text</li> <li>Know how to change font, font size, and style of text</li> <li>Know how to insert graphics (clip art) into a text document</li> </ul> <p><u>Creativity</u></p> <ul style="list-style-type: none"> <li>Use teacher-</li> </ul>	<ul style="list-style-type: none"> <li>Participate in creation of simple slide show (ie., KidPix, Canvastic or PowerPoint)</li> <li>Begin to use tables</li> </ul> <p><u>Word Processing</u></p> <ul style="list-style-type: none"> <li>Know how to center titles on a document</li> <li>Know how to tab to indent paragraphs</li> <li>Know how to resize and position a graphic in a text document</li> </ul> <p><u>Creativity</u></p> <ul style="list-style-type: none"> <li>Begin to create</li> </ul>	<p>Create various documents, slide shows, timelines, and tables to communicate information</p> <p><u>Word Processing</u></p> <ul style="list-style-type: none"> <li>Use word processor for creative/expository writing (ie., MSWord, Claris, etc.)</li> <li>Know how to change margins, columns and line spacing of documents</li> <li>Use spell check</li> </ul> <p><u>Creativity</u></p> <ul style="list-style-type: none"> <li>Create simple slide show (ie.,</li> </ul>	<p>Select appropriate multimedia format to create and present information (PowerPoint, video, audio tape, diorama, etc.)</p> <p><u>Word Processing</u></p> <ul style="list-style-type: none"> <li>Use tab and text justification</li> <li>Use word processor for variety of products</li> <li>Participate in a class email project where appropriate</li> </ul> <p><u>Creativity</u></p> <ul style="list-style-type: none"> <li>Create various documents,</li> </ul>

	<p>products in a variety of formats (flipbooks, pop-up books, Kid Pix, puppets, dioramas, etc.)</p> <p><u>Organization</u></p> <ul style="list-style-type: none"> <li>Follow a research plan to collect and organize data (KWL, graphic organizers, etc.)</li> </ul>	<p>create pictures and/or sentences</p> <p><u>Organization</u></p> <ul style="list-style-type: none"> <li>Use a variety of grade-appropriate programs to reinforce core curriculum</li> <li>Follows a research plan to collect and organize data (KWL, graphic organizers, etc.)</li> </ul>	<p>selected software or websites to create stories, slideshows, pictures (KidPix, Kidspiration, StoryWeaver, etc.)</p> <p><u>Organization</u></p> <ul style="list-style-type: none"> <li>Use grade-appropriate programs to reinforce core curriculum</li> <li>Use research plan to collect and organize data (KWL, Big 6, graphic organizers, etc.)</li> </ul>	<p>documents and multimedia of research, writing and pictures (KidPix, PowerPoint, Word, Kidspiration, etc.)</p> <ul style="list-style-type: none"> <li>Begin to create timelines (ie., Timeliner)</li> </ul> <p><u>Organization</u></p> <ul style="list-style-type: none"> <li>Begin to use word processor for writing (ie., MSWord, StoryWeaver, Appleworks, etc.)</li> <li>Begin to insert photos, pictures, clipart from files or scanned documents into writing</li> </ul>	<p>KidPix, Canvastic or PowerPoint) to communicate information</p> <ul style="list-style-type: none"> <li>Create timeline presentation of a historical event</li> <li>Create (with teacher support) a table that conveys information</li> </ul> <p><u>Organization</u></p> <ul style="list-style-type: none"> <li>Create timelines of information (Timeliner, Kidspiration, etc.)</li> <li>Incorporate data and photographs in reports and documents</li> <li>Begin to utilize peripherals (digital cameras, scanner, etc.)</li> <li>Participate in classroom data gathering and charting (Excel, spreadsheets)</li> </ul>	<p>slide shows with multiple pages and transitions, videotape to inform an audience</p> <ul style="list-style-type: none"> <li>Begin to use peripheral computer devices for communication (scanner, digital camera, etc.)</li> </ul> <p><u>Organization</u></p> <ul style="list-style-type: none"> <li>Use and/or create a table or spreadsheet for individual or group data gathered (Excel spreadsheets, etc.)</li> </ul>
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**Standard IV:** The student develops respect for social, ethical, and human issues.

By the end of PreKindergarten, students know and are able to do (with teacher direction and support):	By the end of Kindergarten, students know and are able to do everything required in PreKindergarten and (with teacher support):	By the end of Grade 1, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 2, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 3, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 4, students know and are able to do everything required in previous grade(s) and:	By the end of Grade 5, students know and are able to do everything required in previous grade(s) and:
	<ul style="list-style-type: none"> <li>• Follow District Acceptable use of technology including Internet safety</li> <li>• Know accepted computer use procedures</li> <li>• Know rules and expected behavior for safe use of print, Internet, and computer resources</li> </ul>	<ul style="list-style-type: none"> <li>• Begin to distinguish between borrowed and original information and ideas</li> <li>• Use time and resources courteously and appropriately</li> <li>• Seek information for personal interest or information in various print and electronic resources</li> <li>• List resources used by title of book or website</li> </ul>	<ul style="list-style-type: none"> <li>• Demonstrate respect for other's files</li> <li>• Distinguish between borrowed and original information and ideas</li> <li>• List resources used by title and author</li> </ul>	<ul style="list-style-type: none"> <li>• Describe the uses of technology in society and community</li> <li>• Give credit for borrowed material</li> <li>• Prepare a simple bibliography (title, author, copyright date)</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a bibliography for each source used (e.g. periodical, encyclopedia, Internet) title, author, publisher, copyright date</li> </ul>	<ul style="list-style-type: none"> <li>• Prepare a bibliography for each source used, including author, title, publisher, copyright date, volume/edition/http, etc.</li> <li>• Recognize and refer to footnoted resources in text bibliographies</li> </ul>