

Wheaton Warrenville CUSD #200

**Technology
Skills Sequence
for
Grades K – 5**

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Table of Contents

Acknowledgements 2
Table of Contents..... 3
Overview 4-5
Scope and Sequence of Technology Skills
Computer Operations..... 6-9
Keyboarding..... 10-11
Information Technologies..... 12-13
Production and Communication 14-17
Performance Indicators
Kindergarten 18-19
First Grade 20-21
Second Grade..... 22-23
Third Grade..... 24-25
Fourth Grade 26-27
Fifth Grade 28-29
Appendixes
A — ISTE National Educational Technology Standards for Students... A-1 – A-4
B — Technology Standards for All Illinois Teachers [24.120] B-1 – B-4
C — Computer Glossary C-1 – C-4
D — Citations..... D-1 – D-4
E — Keyboarding..... E-1 – E-4
F — Getting Started Guides..... F-1 – F-17
G — Research G-1 – G4

OVERVIEW

The scope and sequence of the K-5 technology skills address technology as a tool to support the teaching and learning in a content area or multidisciplinary environment. The skills identified at each grade level are embedded in classroom activities, treating technology as an integral tool rather than an “add-on”, to enhance and extend content learning opportunities. “Technology offers students to learn in ways not previously possible. Effective integration of technology is achieved when students are able to select technology tools to help them obtain information in a timely manner, analyze and synthesize the information, and present it professionally.¹” The effective use of technology is when technology is embedded in the daily learning process providing equitable opportunities for all learners. Infusion will occur in classroom activities and the use of flexible scheduled computer labs. Highlights of the elementary technology skills sequence for K-5 implementation include systematic introduction of computer operations, keyboarding, information technologies, and production and communication skills.

The basis for District 200 technology skills sequence for K-5 are based upon the National Education Technology Standards (NETS) for Students adopted in May 2002, by the Illinois State Board of Education as the state technology standards.

NETS for Students Technology Foundation Standards for Students

1. Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
2. Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

¹ Kenai Peninsula Borough School District TECHNOLOGY STANDARDS K-6 Web Site. Retrieved November 25, 2003, from <http://www.kpbsd.k12.ak.us/tech/standards/>

Wheaton Warrenville CUSD #200
Technology Skills Sequence for K – 5

3. Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
4. Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
5. Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
6. Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.²

² ISTE National Educational Technology Standards for Students Web site. Retrieved March 1, 2004, from http://cnets.iste.org/students/s_stands.html

**Wheaton Warrenville CUSD #200
Technology Skills Sequence for K – 5**

COMPUTER OPERATIONS*

Kindergarten	First	Second
Identify and locate various physical components of a computer system: monitor, CPU, keyboard, printer, mouse, volume control	Use accurate terminology to identify physical components of a computer system with assistance	Use accurate terminology to identify physical components of a computer system
Log in and out with assistance	Log in and out	
Open and close applications with assistance	Open and close application with assistance	Open and close application with assistance Choose proper application for a task with assistance
		Proper handling and loading of CD and floppy with assistance
	Open / Close a file with assistance	Open / Close a file with assistance
	Save personal files to "student" drive with assistance	Students are introduced to the difference between SAVE and SAVE AS With teacher assistance <ul style="list-style-type: none"> • Save personal files to "student" drive with assistance • Students will Find/Save documents in folders
Using Mouse <ul style="list-style-type: none"> • Manipulate cursor on screen including click and drag with assistance • Introduce single and double click with assistance • Use scroll bar to move around a page with assistance 	Using Mouse <ul style="list-style-type: none"> • Place cursor at a specified location • Single and double click with assistance • click and drag with assistance • Use scroll bar to move around a page with assistance 	Using Mouse <ul style="list-style-type: none"> • Directionality of cursor • Click / Double-Click • Click-Drag • Use a scroll bar to move around a page
		Introduce Backspace / Delete
Introduce Tab Key to navigate	Use Tab Key to navigate with assistance	Use Tab Key to navigate

* If skills are no longer displayed in the matrix, the expectation will be students have mastery and will continue to use the technology skill.

**Wheaton Warrenville CUSD #200
Technology Skills Sequence for K – 5**

COMPUTER OPERATIONS*

Third	Fourth	Fifth
Open / Close an application Choose proper application for a task		
Proper handling and loading of CD and floppy		
Open / Close a file with assistance		
Students will be introduced to how to organize folders With teacher assistance students will be able to: Save personal files to "student" drive Know the difference between SAVE and SAVE AS Find/Save documents in folders/network drives/storage disk	Use SAVE and SAVE AS locate files on the network With teacher assistance students will be able to: create a folder in a specific location copy and move files from one folder to another create a portfolio for long-term storage of projects Students are introduced to copy and paste text within/between applications	create a folder in a specific location copy and move files from one folder to another create a portfolio for long-term storage of projects Students will copy and paste text within/between applications with assistance
Using Mouse <ul style="list-style-type: none"> • Use secondary mouse button (Right Click) with assistance • Introduce Select 	Using Mouse <ul style="list-style-type: none"> • Use secondary mouse button (Right Click) with assistance • Select with assistance 	Using Mouse <ul style="list-style-type: none"> • Secondary mouse button (Right Click) • Select
Use Backspace / Delete with assistance	Use Backspace or Delete to delete	
	Introduce and use the Escape Key with assistance	Use Escape key

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**Wheaton Warrenville CUSD #200
Technology Skills Sequence for K – 5**

COMPUTER OPERATIONS* (continued)

Kindergarten	First	Second
Introduce use of Enter key to execute commands		
Introduce passwords	Know that passwords are private	
Introduce proper handling of hardware and software	Handle software and hardware properly with assistance	Handle software and hardware properly
Introduce printing	With teacher assistance students will access and select a printer	With teacher assistance students will access and select a printer
Locate placement of volume control and adjust volume control with assistance	Locate placement of volume control and adjust volume control with assistance	Locate placement of volume control and adjust volume control while with assistance
Introduce Menu Commands: <ul style="list-style-type: none"> • Start menus 	Introduce Menu Commands: <ul style="list-style-type: none"> • Undo/redo • Pull down • Start menus 	Apply menu commands / toolbar commands with teacher assistance: <ul style="list-style-type: none"> • Redo / undo • Spell Check • Pull Down Menu • Start Menu
	Formatting text: <ul style="list-style-type: none"> • Introduce font 	Formatting text: <ul style="list-style-type: none"> • Change font with assistance • Introduce Bold/Italicize/Underline • Text Alignment
Introduce navigating by using hyperlinks	Navigating by using hyperlinks with assistance	Navigating by using hyperlinks

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**Wheaton Warrenville CUSD #200
Technology Skills Sequence for K – 5**

COMPUTER OPERATIONS* (continued)

Third	Fourth	Fifth
Students will access and select a printer		
Locate placement of volume control and adjust volume control		
Students will be able to apply menu commands/toolbar commands with teacher assistance: <ul style="list-style-type: none"> • Spell Check • Redo / undo • Cut/Copy/Paste/Delete Introduce highlight tool	Be familiar with menu commands / toolbar commands	Use menu commands / toolbar commands
With teacher assistance students will <ul style="list-style-type: none"> • Bold/Italicize/Underline • Text alignment 	Introduce change of line color Reinforce: <ul style="list-style-type: none"> • Font formatting • Text Alignment 	Reinforce: <ul style="list-style-type: none"> • Font formatting • Text Alignment
Navigate by using hyperlinks	Inserting Hyperlinks in presentations and documents	Inserting Hyperlinks in presentations and documents

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Technology Skills Sequence for K – 5**

KEYBOARDING*

Kindergarten	First	Second
Introduce using both hands on keyboard	Use both hands on the keyboard	
		Introduce touch typing program
Use correct fingering for Space Bar and Enter keys	Introduce home row Introduce correct hands for Left and Right shift keys	Home row Locate placement of letters and numbers, etc. on keyboard, bilaterally Proper finger position on all keys
Locate specified alphabetic and numeric keys as necessary for developmentally appropriate applications Identify and locate: shift, space bar, enter	Reinforce locations of special keys	Identify special keys on keyboard: Tab Return Delete Caps lock
Use correct posture	Use correct posture	

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**Wheaton Warrenville CUSD #200
Technology Skills Sequence for K – 5**

KEYBOARDING*

Third	Fourth	Fifth
Preliminary use of a touch typing program		
Continued use of touch typing program Use proper finger position on all keys	Continue to develop proper touch typing techniques	Mastery of touch typing techniques
	Students assessed through the touch typing program	Students assessed through the touch typing program
Use special keys: Tab Return Delete Caps lock	Reinforce locations and use of special keys	Explore the use of keyboard shortcuts: cut – ctrl x, copy – ctrl c paste – ctrl v save – ctrl s print – ctrl p
Range for Level of Expectation in typing program 10 - 14	Range for Level of Expectation in typing program 14 - 21	Range for Level of Expectation in typing program 16 - 25

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**Wheaton Warrenville CUSD #200
Technology Skills Sequence for K – 5**

INFORMATION TECHNOLOGIES*

Kindergarten	First	Second
Student can navigate within a single teacher designated web site or CD ROM	Student can navigate within a single teacher web site or CD ROM	
	Introduce OPAC (visual)	Introduce OPAC (regular)
	Introduce copyright and source information	Reinforce copyright and source information
Teacher designates simple topic and related research questions	Teacher designates simple topic and related research questions	Uses a website to gain information to answer a specific question
Teacher facilitates and monitors e-mail communication	Teacher facilitates and monitors e-mail communication	Teacher facilitates and monitors e-mail communication

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**Wheaton Warrenville CUSD #200
Technology Skills Sequence for K – 5**

INFORMATION TECHNOLOGIES*

Third	Fourth	Fifth
Use OPAC		
Cite sources with teacher assistance	Cite sources with teacher assistance	Cite sources with teacher assistance
Uses a website to gain information to answer a specific question	Student selects and outlines topic or hypothesis and research strategy with teacher guidance	Student selects and outlines topic or hypothesis and research strategy independently
	With teacher assistance <ul style="list-style-type: none"> • Introduce Use of Search Engine to access information • Students can evaluate a web site using a web evaluation tool 	With teacher assistance <ul style="list-style-type: none"> • Use Search Engine to access information • Students can evaluate a web site using an web evaluation tool
Teacher Facilitates and monitors e-mail communication	Teacher facilitates and monitors small group or individual email communication	Teacher facilitates and monitors small group or individual email communication

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PRODUCTION and COMMUNICATION*

Kindergarten	First	Second
<p><i>Word Processing</i></p> <ul style="list-style-type: none"> • Type first name in using capital and lower case letters • Use the spacebar correctly between words. • Use keyboard to enter characters & text as prompted on screen 	<ul style="list-style-type: none"> • Type first and last name using capital and lower case letters • Type one or two sentences describing a picture • Type text from a written source 	<ul style="list-style-type: none"> • Type text from a written or printed source (e.g. handwritten story) • Type several sentences or a paragraph • Create simple report of several sentences and an illustration • With teacher assistance: <ul style="list-style-type: none"> ○ Begin editing and revising using cursor, delete, and backspace ○ Print product with teacher assistance
<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Introduce primary presentation software (Print out a picture and share it with others) 	<ul style="list-style-type: none"> • Use primary presentation software <ul style="list-style-type: none"> ○ Create basic story boards with the class ○ Help create a class multi-media project that is shared with another ○ Students can make factual statements about the topic & present that information in a teacher designated format 	<ul style="list-style-type: none"> • Use primary presentation software to create one slide <ul style="list-style-type: none"> ○ Enhance written stories by adding graphics and clip art ○ Work together to create a multiple page/slide document as a class

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Wheaton Warrenville CUSD #200
Technology Skills Sequence for K – 5

PRODUCTION and COMMUNICATION*

Third	Fourth	Fifth
<p><i>Word Processing</i></p> <ul style="list-style-type: none"> • Practice keyboarding skills and composing through everyday activities (i.e. spelling lists, DOL, daily journals) • Begin editing and revising using cursor, delete, backspace • With teacher assistance: <ul style="list-style-type: none"> ○ Format page to improve readability with text alignment and variations of text (size, style, font) ○ Edit documents using the MS spell checker ○ Use cut, copy, and paste) ○ Use Enter and Tab to organize writing in specific formats (i.e. friendly letter) ○ Research and create a report to be published as a class book 	<ul style="list-style-type: none"> • Practice keyboarding skills and composing at the keyboard through various activities: such as type spelling lists, type letters throughout the year, book reports, type sentences using spelling words and make nouns boldface and verbs italic, keep a daily journal, and transpose essays from a written document. • Format page to improve readability with spacing, centering, line spacing, and variations of text (size, style, font) • Edit documents using the MS spell checker • Demonstrate good writing techniques using cut, copy, and paste functions • Begin using Page Setup functions (portrait, landscape, margins) • With teacher assistance: <ul style="list-style-type: none"> ○ Begin writing with specific formats (i.e. friendly letter) ○ Create a research report with correct formatting and clipart. ○ Use the highlight tool 	<ul style="list-style-type: none"> • Publish a document which includes formatted text and images imported or retrieved from various online sources • Format pages to improve readability using justification, margin settings, the tab key, and advanced font formatting (color, superscript, etc.) • With teacher assistance: <ul style="list-style-type: none"> ○ Create documents incorporating a publication lay-out design including columns, tables, graphics/clipart, and formatting ○ Create a document report including tables, columns, inserting breaks (section and page), and headers and footers
<p><i>Presentation</i></p> <ul style="list-style-type: none"> • Create concept map that classifies and categories • Use graphic objects and images to represent an idea • Use storyboard to organize presentation • Create a multimedia page/slide to be combined into a class presentation • Enhance written stories by adding graphics and clip art 	<ul style="list-style-type: none"> • Create a multimedia project with beginning, middle, end including slide transitions, graphics, textboxes, audio and formatted backgrounds to share with others • Understand how to correctly cite a reference source • Create a link to other slides to demonstrate nonlinear multimedia 	<ul style="list-style-type: none"> • Independently create a complete multimedia presentation with correctly cited sources for a specific audience and purpose • Learn effective use of transitions including slide transitions, animations, and/or hyperlinks • Take digital pictures using a digital camera and insert those pictures into documents

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**Wheaton Warrenville CUSD #200
Technology Skills Sequence for K – 5**

PRODUCTION and COMMUNICATION* (continued)

Kindergarten	First	Second
<p><i>Spreadsheet</i></p> <ul style="list-style-type: none"> • Teacher demonstration of organizing collected data 	<ul style="list-style-type: none"> • Teacher demonstration of organizing collected data 	<ul style="list-style-type: none"> • Introduce column, row, and cell • Enter data and create a graph (Use graphs and charts to record and display daily activities, student surveys, and other collected data)
<p><i>Database</i></p>		<p>With teacher assistance:</p> <ul style="list-style-type: none"> • Use library catalog (OPAC) to find books on a given subject

* If skills are no longer displayed in the matrix, the expectation will be students have mastery and will continue to use the technology skill.

PRODUCTION and COMMUNICATION* (continued)

Third	Fourth	Fifth
<p><i>Spreadsheet</i></p> <p>With teacher assistance:</p> <ul style="list-style-type: none"> • Use column, row, and cell by entering number and text into a teacher prepared spreadsheet • Use a spreadsheet to display a chart, table or graph (i.e., to record and display daily activities, student surveys, and other collected data) 	<p>With teacher assistance:</p> <ul style="list-style-type: none"> • Enter data into teacher created spreadsheets • Enter text and number by moving from cell to cell to design a spreadsheet with titles and data 	<p>With teacher assistance:</p> <ul style="list-style-type: none"> • Create charts as a way to organize information, find patterns, and predict outcomes • Enter text and number by moving from cell to cell to design a spreadsheet with titles and data
<p><i>Database</i></p> <ul style="list-style-type: none"> • Use library catalog (OPAC) to find books on a given subject 	<ul style="list-style-type: none"> • Use a teacher created table in a Word document to organize information 	<ul style="list-style-type: none"> • Independently create a table in a Word document to organize information

* If skills are no longer displayed in the matrix, the expectation will be students have mastery and will continue to use the technology skill.

TECHNOLOGY PERFORMANCE INDICATORS: K

National Educational Technology Standards for Students*

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

*adopted May 2002 by ISBE

INTRODUCTION

Kindergarten is a time for discovery. This beginning school year experience allows students the time to see the world through independent eyes. Kindergarten provides a time for equity and readiness providing students with mutual experiences to expand and grow.

Technology is used in various and meaningful ways in the exploratory Kindergarten classroom. Students learn that technology is an important tool for communication and an important tool for the workers of the community.

This year the students will be introduced to independent use of the computer. They will learn the basics of the logging in and out of the network. They will practice the manual dexterity of using the computer and its peripherals while exploring and creating information. Working closely with the teacher, students will explore the limitations and joys of this educational tool.

Kindergarten Performance Indicators

COMPUTER OPERATIONS

Identify and locate various physical components of a computer system: monitor, CPU, keyboard, printer, mouse, volume control (1)

Log in and out with assistance (1,2)

Open and close applications with assistance (1,3)

Using Mouse:

- Manipulate cursor on screen including click and drag with assistance (1)
- Introduce single and double click with assistance (1)
- Use scroll bar to move around a page with assistance (1)

Introduce Tab Key to navigate (1)

Introduce use of Enter key to execute commands (1)

Introduce passwords (2)

Introduce proper handling of hardware and software (1,2)

Introduce printing (1)

Locate placement of volume control and adjust volume control with assistance (1)

Introduce Menu Commands:

- Start menus (1)

Introduce navigating by using hyperlinks (1,3)

KEYBOARDING

Introduce using both hands on keyboard (1)

Use correct fingering for space bar and enter keys (1)

Locate specified alphabetic and numeric keys as necessary for developmentally appropriate applications (1,3)

Identify and locate: shift, space bar, enter (1)

Use correct posture (1)

INFORMATION TECHNOLOGIES

Student can navigate within a single teacher designated web site or CD ROM (1,5)

Teacher designates simple topic and related research questions (5)

Teacher facilitates and monitors e-mail communication (2,4)

PRODUCTION and COMMUNICATION

Word Processing

- Type first name in using capital and lower case letters (1, 3, 4)
- Use the spacebar correctly between words (1)
- Use keyboard to enter characters & text as prompted on screen (1)

Presentation

- Introduce primary presentation software (3)
- (Print out a picture and share it with others)

Spreadsheet

- Teacher demonstration of organizing collected data (3,5)

Wheaton Warrenville CUSD #200

Technology Skills Sequence for K – 5

Possible Activities

- Students use *Kid Pix Deluxe* to create a picture that tells a story or illustrates a concept learned in the classroom.
- Play “Simon Says” with students to teach computer terminology.
- Teachers will call out names of special keys and have students locate them.
- Schools will prepare cards for students with their login IDs for use in labs and classrooms. Cards can be placed at computers and students must find their own name.
- Teachers can have the children e-mail special people like the President in February, authors, illustrators, or community members.
- Students will create special occasion cards using *Print Shop*, *Bailey’s Book House* or other available programs.
- Introduce students to number concepts and patterns in geometry using teacher designated web sites.
- Explore curricular content using developmentally appropriate software and websites.
- Create a stamping activity for 100s Day using *Kid Pix Deluxe*.
- Type their first and last name in WordArt (*MS Word*) or *Kid Pix Deluxe* and print it out to put on their desk.
- Using *Kidspiration* template, students categorize egg and non-egg layers by clicking and dragging appropriate stamps.
- At the end of the year, students can make the “Things I Can Do Myself” book and print in comic book format.
- Each student can pick a different letter of the alphabet and make a page in *Kid Pix Deluxe* using stamps that start with that letter. Then they read their list and the teacher compiles it into an ABC Slide Show.

Collaborative Learning Projects

Global Schoolhouse

<http://www.gsn.org/>

The Collaboratory Project

<http://collaboratory.nunet.net/>

Internet Projects

http://www.cln.org/int_projects.html

International Education and Resource Network

<http://www.learn.org>

Intercultural e-Mail Classroom Connections

<http://www.iecc.org>

Kidlink <http://www.kidlink.org/english/general/overview.html>

Suggested Resources

Blue Web`N

<http://www.kn.pacbell.com/wired/bluewebn/>

Marco Polo

<http://www.marcopolo-education.org/>

Scholastic Online

<http://www.scholastic.com>

Kathy Schrock’s Guide for Educators

<http://school.discovery.com/schrockguide/>

Intel’s Innovation in Education

<http://www.intel.com/education/sections/section1/>

ThinkQuest Library

<http://www.thinkquest.org/library/index.html>

A Network of Solutions

<http://www.hprtec.org/>

The Global Virtual Classroom

<http://www.gsbi.org/gvc/>

PBS for Kids

<http://pbskids.org/>

PBS TeacherSource

<http://www.pbs.org/teachersource/>

Community Learning Network

<http://www.cln.org/>

Apple Learning Interchange

<http://ali.apple.com/>

TECHNOLOGY PERFORMANCE INDICATORS: 1

National Educational Technology Standards for Students*

7. Basic operations and concepts
8. Social, ethical, and human issues
9. Technology productivity tools
10. Technology communications tools
11. Technology research tools
12. Technology problem-solving and decision-making tools

*adopted May 2002 by ISBE

INTRODUCTION

The first grade year is an exciting year of growth and wonder. Students will transition to a more formal learning environment. Children will have many varied opportunities to learn as they become involved in independent tasks. Students are expected to begin work independently, but may still require teacher guidance. Students will begin to blossom in reading, writing and mathematics.

Technology can support this learning through application and practice of their newly acquired literacy skills. Students will learn to use the mouse and keyboard to create and manipulate objects on the screen. They will learn that special keys on the keyboard can be used to further edit these objects on the screen. First grade students will also begin to learn some proper keyboarding techniques paving the foundation for good keyboarding techniques.

First Grade Performance Indicators

COMPUTER OPERATIONS

Use accurate terminology to identify physical components of a computer system with assistance (1)

Log in and out (1,2)

Open and close application with assistance (1,3)

Open / Close a file with assistance (1,3)

Save personal files to "student" drive with assistance (1,3)

Using Mouse:

- Place cursor at a specified location (1)
- Single and double click with assistance (1)
- Click and drag with assistance (1)
- Use scroll bar to move around a page with assistance (1)

Use Tab Key to navigate with assistance (1)

Know that passwords are private (2)

Handle software and hardware properly with assistance (1,2)

With teacher assistance students will access and select a printer (1)

Locate placement of volume control and adjust volume control with assistance (1)

Introduce Menu Commands: (1,3)

- Undo/redo
- Pull down
- Start menus

Formatting text:

- Introduce font (1,3)

Navigating by using hyperlinks with assistance (1,3)

KEYBOARDING

Use both hands on the keyboard (1)

Introduce home row (1)

Introduce correct hands for Left and Right shift keys (1,3)

Reinforce locations of special keys (1,3)

Use correct posture (1)

INFORMATION TECHNOLOGIES

Student can navigate within a single teacher web site or CD ROM (1,5)

Introduce OPAC (visual) (3,4,5)

Introduce copyright and source information (2,5)

Teacher designates simple topic and related research questions (5,6)

Teacher facilitates and monitors e-mail communication (2,4)

PRODUCTION and COMMUNICATION

Word Processing

- Type first and last name using capital and lower case letters (1,3,4)
- Type one or two sentences describing a picture (3,4)
- Type text from a written source (2,3)

Presentation

- Use primary presentation software:
 - Create basic story boards with the class (1,3)
 - Help create a class multi-media project that is shared with another (2,3,4,5)
 - Students can make factual statements about the topic & present that information in a teacher designated format (5)

Spreadsheet

- Teacher demonstration of organizing collected data (3)

Wheaton Warrenville CUSD #200

Technology Skills Sequence for K – 5

Possible Activities

- Students will create pictures and type a sentence to go with it, and then print out the page to become part of a class book (i.e., ABC book) (Kid Pix)
- Create a picture graph by stamping shapes on a chart template. Each shape represents one unit, and the shape would be the object being counted (i.e., favorite food, eye color, pet). (Kid Pix)
- Introduce students to number concepts and patterns in geometry using teacher designated web sites.
- Students will use Word Art in MS Word to create signs for their desks for Open House
- Students will create special occasion cards using Print Shop, Bailey's Book House or other available programs.
- Teachers will call out names of special keys and have students locate them
- Schools will prepare cards for the students with their login IDs for use in labs and the LLC.
- Students will create a picture and write a one-sentence description. Use each picture in a class slide show or create a class book (i.e. students read book "The Most Important Thing" and brainstorm the most important things about being in first grade). The product is shared with parents and in the fall with next year's first graders. (Kid Pix)
- Using an online dictionary, students will look up their favorite words and compile them into a class dictionary.
- In Kidspiration, make Venn diagrams and compare frogs/toads, Abraham Lincoln/George Washington, anything else!
- When recording weather, compile graphs (individually or as a whole class) in Excel or Graph Club. These can be made each month and studied and compared throughout the year.
- In Print Shop, make monthly calendars and use for morning calendar routine or other projects in class.
- When studying ocean animals, use book and online resources to research facts about a chosen animal. Each student can then make a fact sheet in Print Shop or Power Point, using a graphic of their animal as well.

Collaborative Learning Projects

Global Schoolhouse

<http://www.gsn.org/>

The Collaboratory Project

<http://collaboratory.nunet.net/>

Internet Projects

http://www.cln.org/int_projects.html

International Education and Resource Network

<http://www.iearn.org>

Intercultural e-Mail Classroom Connections

<http://www.iecc.org>

Kidlink <http://www.kidlink.org/english/general/overview.html>

Suggested Resources

Blue Web`N

<http://www.kn.pacbell.com/wired/bluewebn/>

Marco Polo

<http://www.marcopolo-education.org/>

Scholastic Online

<http://www.scholastic.com>

Kathy Schrock's Guide for Educators

<http://school.discovery.com/schrockguide/>

Intel's Innovation in Education

<http://www.intel.com/education/sections/section1/>

ThinkQuest Library

<http://www.thinkquest.org/library/index.html>

A Network of Solutions

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The Global Virtual Classroom

<http://www.gsbi.org/gvc/>

PBS for Kids

<http://pbskids.org/>

PBS TeacherSource

<http://www.pbs.org/teachersource/>

Community Learning Network

<http://www.cln.org/>

Apple Learning Interchange

<http://ali.apple.com/>

TECHNOLOGY PERFORMANCE INDICATORS: 2

National Educational Technology Standards for Students*

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

*adopted May 2002 by ISBE

INTRODUCTION

Second graders have developed the necessary mastery of language and numbers to allow them to begin to create finished projects worthy of publication or presentation using technology. For that reason, you see a new emphasis on integrating the skills previously gained applying them toward a final product. Students not only type words or short sentences, but also learn some elementary editing and formatting techniques to improve their writing. They are introduced to combining graphics into technology-based projects that communicate ideas. In the context of these projects, students are continuing to increase their knowledge of computer operations and practice the related skills.

Second graders should understand that there is a proper way to use the keyboard. Students will use Home Row keys and begin to use proper finger position for all keys.

Second graders will begin to use information technologies to gain information. Students will use electronic library catalog to search for resources.

Second Grade Performance Indicators

COMPUTER OPERATIONS

Use accurate terminology to identify physical components of a computer system (1)

Open and close application with assistance (1,3)

Choose proper application for a task with assistance (3, 6)

Proper handling and loading of CD and floppy with assistance

Open / Close a file with assistance (1,3)

Students are introduced to the difference between SAVE and SAVE AS

With teacher assistance:

- Save personal files to "student" drive with assistance
- Students will Find/Save documents in folders (1,3)

Using Mouse:

- Place cursor at a specified location (1)
- Single and double click with assistance (1)
- Click and drag with assistance (1)
- Use scroll bar to move around a page with assistance (1)

Introduce Backspace / Delete

Use Tab Key to navigate

Handle software and hardware properly

With teacher assistance students will access and select a printer

Locate placement of volume control and adjust volume control with assistance

Apply menu commands / toolbar commands with teacher assistance:

- Redo / undo • Spell Check • Pull Down Menu • Start Menu

Formatting text:

- Change font with assistance • Text Alignment
- Introduce Bold/Italicize/Underline

Navigating by using hyperlinks

KEYBOARDING

Introduce touch typing program(1)

Home row(1)

Locate placement of letters and numbers, etc. on keyboard, bilaterally(1,3)

KEYBOARDING (*continued*)

Proper finger position on all keys(1,3)

Identify special keys on keyboard:(1,3)

- Tab • Return • Delete • Caps lock

INFORMATION TECHNOLOGIES

Use OPAC (regular) (3,4,5)

Reinforce copyright and source information

Uses a website to gain information to answer a specific question

Teacher facilitates and monitors e-mail communication

PRODUCTION and COMMUNICATION

Word Processing

- Type text from a written or printed source (e.g. handwritten story)
- Type several sentences or a paragraph (1,3, 4)
- Create simple report of several sentences and an illustration
- With teacher assistance: (3, 4)
 - Begin editing and revising using cursor, delete, and backspace
 - Print product with teacher assistance

Presentation

- Use primary presentation software to create one slide: (2,3,4, 5)
 - Enhance written stories by adding graphics and clip art
 - Work together to create a multiple page/slide document as a class

Spreadsheet

- Introduce column, row, and cell (1,3,4)
- Enter data and create a graph (Use graphs and charts to record and display daily activities, student surveys, and other collected data) (3,4)

Database

- With teacher assistance: Use library catalog (OPAC) to find books on a given subject (5)

Wheaton Warrenville CUSD #200

Technology Skills Sequence for K – 5

Possible Activities

- Create a simple report that has several sentences (*MS Word*) and an illustration (*Kid Pix*), for example, a report about landform features with a student illustration.
- Create personal icons or graphics (*Kid Pix*) to represent student interests, hobbies, and personality.
- Show the life cycle of the butterfly. (*Kidspiration, Kid Pix*)
- Teacher will create a graphic organizer with class to show main idea and details after reading nonfiction text. (*Kidspiration*)
- Create a sequence of story events in a timeline. (*Timeliner*)
- Create graphs and charts (*Graph Club*) to record classroom data (i.e. student likes/dislikes or amount of garbage generated in a week). Students then explain their graphs orally to the class.
- Create a multiple slide presentation (*PowerPoint, Kid Pix*) together as a class to share pictures of the school community for visitors.
- Use library catalog (OPAC) to find books on a given subject. Students are given a subject (such as Native Americans) and asked to find a book on that subject. This activity is then repeated for title and author.
- Use book marked websites to gain information about the moon. (Internet)
- Students serve as the audience to 2nd grade multimedia presentations.
- When studying insects, use book and online resources to research facts about a chosen insect. Each student can then make a fact sheet in Power Point, using a student drawing scanned in. Using talk bubbles, the facts can be told in riddle format to guess the type of bug. The student can read the riddle on the computer as well. Teachers then print off the completed bug signs and use them in a large mural in their hallway.
- After studies of habitats, make webs in *Kidspiration*.

Collaborative Learning Projects

Global Schoolhouse

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Internet Projects

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International Education and Resource Network

<http://www.earn.org>

Intercultural e-Mail Classroom Connections

<http://www.iecc.org>

Kidlink <http://www.kidlink.org/english/general/overview.html>

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TECHNOLOGY PERFORMANCE INDICATORS: 3

National Educational Technology Standards for Students*

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INTRODUCTION

Third grade represents a shift in the expectations for students' use of technology. One of the main reasons for this shift is their increased ability to read and write. Students are now beginning to apply keyboarding and word processing skills to everyday assignments and projects. Students will use technology to help them organize and synthesize information and ideas. Third graders will use knowledge and skills to combine charts, graphs, graphics and text into technology-based projects that communicate their learning. In the context of projects, they will continue to practice the skills of computer operations.

Keyboarding skills will increase in third grade as students use proper finger position on all keys and formally begin the district typing program. If students can efficiently enter text, they will have more time to spend editing and revising their work. Applying keyboarding skills to real assignments is one of the best ways to become proficient.

Third graders will use information technologies to gain information, navigating bookmarked websites. Students will use electronic library catalog to search for resources.

Third Grade Performance Indicators

COMPUTER OPERATIONS

- Open / Close an application (1)
- Choose proper application for a task (3,6)
- Proper handling and loading of CD and floppy (1)
- Open / Close a file with assistance (1)
- Students will be introduced to how to organize folders (1,3)
- With teacher assistance students will be able to:
 - Save personal files to "student" drive (1,2)
 - Know the difference between SAVE and SAVE AS (1)
 - Find/Save documents in folders/network drives/storage disk Using Mouse: (1, 3)
 - Use secondary mouse button (Right Click) with assistance
 - Introduce Select (1)
- Use Backspace / Delete with assistance (1)
- Students will access and select a printer (1)
- Locate placement of volume control and adjust volume control (1)
- Students will be able to apply menu commands/toolbar commands with teacher assistance:
 - Spell Check (1)
 - Redo / undo (1)
 - Cut/Copy/Paste/Delete
- Introduce highlight tool (1)
- With teacher assistance students will:
 - Bold/Italicize/Underline (1)
 - Text alignment (1)
- Navigate by using hyperlinks (1,3)

KEYBOARDING

- Preliminary use of a touch typing program (1)
- Continued use of touch typing program (1)
- Use proper finger position on all keys (1)
- Use special keys: (1)
 - Tab – Return – Delete - Caps lock
- Range of Level of Expectation in typing program 10 - 14

INFORMATION TECHNOLOGIES

- Use OPAC (5)
- Cite sources with teacher assistance (2,5)
- Uses a website to gain information to answer a specific question (2,5,6)
- Teacher Facilitates and monitors e-mail communication (2,4)

PRODUCTION and COMMUNICATION

Word Processing

- Practice keyboarding skills and composing through everyday activities (i.e. spelling lists, DOL, daily journals) (1,3)
- Begin editing and revising using cursor, delete, backspace
- With teacher assistance: (1)
 - Format page to improve readability with text alignment and variations of text (size, style, font) (1)
 - Edit documents using the MS spell checker (1)
 - Use cut, copy, and paste (1,3)
 - Use Enter and Tab to organize writing in specific formats (i.e. friendly letter) (1)
 - Research and create a report to be published as a class book(3,5)

Presentation

- Create concept map that classifies and categorizes (1,3)
- Use graphic objects and images to represent an idea (1,3,4)
- Use storyboard to organize presentation (1,3,4)
- Create a multimedia page/slide to be combined into a class presentation (1,3,4)
- Enhance written stories by adding graphics and clip art (3,4,6)

Spreadsheet

- With teacher assistance: (1,3,4)
- Use column, row, and cell by entering number and text into a teacher prepared spreadsheet
- Use a spreadsheet to display a chart, table or graph (i.e., to record and display daily activities, student surveys, and other collected data)

Database

- Use library catalog (OPAC) to find books on a given subject (5)

Wheaton Warrenville CUSD #200

Technology Skills Sequence for K – 5

Possible Activities

- Have students interview local residents who have lived in the town over 50 years to gain information about local history. Create a page highlighting the information collected (*PowerPoint, Kid Pix*). Teacher combines pages into a multiple page presentation to share with an audience, such as the people interviewed.
- Create a timeline of the entry of the states into the Union by region (*Timeliner*) for example, the Eastern States.
- Create a concept map (*Kidspiration*) that classifies and categorizes plants or animals in various groups using common characteristics. This could be used as a classroom activity and as an assessment at the end of a unit.
- Use WebQuests to enhance related science and social studies curricular research projects.
- Use Scavenger hunts within websites for novels or science or social studies topics.
- Create poetry portfolios using Kidspiration — Structured Poetry
- Students serve as the audience to 3rd grade multimedia presentations.
- When studying Arctic animals, use book and online resources to research facts about a chosen animal. Each student can then make a Power Point presentation about the animal, using a student drawing scanned in or a graphic found from another source.
- When studying weather, students make graphs in Excel that compare temperatures over a week or two in at least three different geographic locations.
- When studying weather, students study a particular kind of severe weather (lightning/thunderstorms, tornadoes, hurricanes, blizzards) and look for different characteristics to share in a “Safety” Power Point or in a Print Shop poster

Collaborative Learning Projects

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TECHNOLOGY PERFORMANCE INDICATORS: 4

National Educational Technology Standards for Students*

1. Basic operations and concepts
2. Social, ethical, and human issues
3. Technology productivity tools
4. Technology communications tools
5. Technology research tools
6. Technology problem-solving and decision-making tools

*adopted May 2002 by ISBE

INTRODUCTION

In the fourth grade students build upon their already gained keyboarding techniques. Teachers will be steady reminders in emphasizing these proper techniques. The students are developing the good habits of proper keyboarding that enable them to become more efficient writers and producers of quality products. In fourth grade, the students will use correct touch typing techniques for all alphabetic characters and number keys, as well as special keys, in order to become more efficient writers.

Fourth grade students will learn to locate files on the network and to create folders to hold their documents in a specific location with their teachers' assistance. The students will use technology to locate information and will be able to navigate easily to network resources, as they learn to distinguish and evaluate appropriate use of an assortment of digital resources. Through application of various technologies fourth grade students will communicate ideas to a variety of audiences using publishing, multimedia, and communication tools.

Fourth Grade Performance Indicators

COMPUTER OPERATIONS

Use SAVE and SAVE AS (1)

Locate files on the network (1,3)

With teacher assistance students will be able to:

- Create a folder in a specific location (1,3)
- Copy and move files from one folder to another (1,3)
- Create a portfolio for long-term storage of projects (1,3)

Students are introduced to copy and paste text within/between applications (1,3)

Using Mouse: (1,3)

- Use secondary mouse button (Right Click) with assistance
- Select with assistance

Use Backspace or Delete to delete (1)

Introduce and use the Escape Key with assistance (1)

Be familiar with menu commands / toolbar commands (1)

Introduce change of line color (1)

Reinforce:

- Font formatting (1)
- Text Alignment (1)

Inserting Hyperlinks in presentations and documents (1,3)

KEYBOARDING

Continue to develop proper touch typing techniques (1)

Students assessed through the touch typing program (1)

Reinforce locations and use of special keys (1)

Range of Level of Expectation in typing program 14 - 21

INFORMATION TECHNOLOGIES

Cite sources with teacher assistance (2,5)

Student selects and outlines topic or hypothesis and research strategy with teacher guidance (2,5,6)

With teacher assistance:

- Introduce Use of Search Engine to access information (2,5,6)
- Students can evaluate a web site using a web evaluation tool (2,5,6)

Teacher facilitates and monitors small group or individual email communication (2,4)

PRODUCTION and COMMUNICATION

Word Processing

- Practice keyboarding skills and composing at the keyboard through various activities: such as type spelling lists, type letters throughout the year, book reports, type sentences using spelling words and make nouns boldface and verbs italic, keep a daily journal, and transpose essays from a written document. (1,3)
- Format page to improve readability with spacing, centering, line spacing, and variations of text (size, style, font) (1,3)
- Edit documents using the MS spell checker (1,3)
- Demonstrate good writing techniques using cut, copy, and paste functions (1,3)
- Begin using Page Setup functions (portrait, landscape, margins)
- With teacher assistance: (1,3)
 - Begin writing with specific formats (i.e. friendly letter) (1)
 - Create a research report with correct formatting and clipart. (1,3,4)
 - Use the highlight tool to differentiate sentence types within format writing (topic sentence, details, elaboration, and concluding sentences). (1,3)

Presentation

- Create a multimedia project with beginning, middle, end including slide transitions, graphics, textboxes, audio and formatted backgrounds to share with others (3,5)
- Understand how to correctly cite a reference source (2,5)
- Create a link to other slides to demonstrate nonlinear multimedia (1,3)

Spreadsheet

With teacher assistance:

- Enter data into teacher created spreadsheets (1,3)
- Enter text and number by moving from cell to cell to design a spreadsheet with titles and data (1,3)

Database

- Use a teacher created table in a Word document to organize information (1,3)

Wheaton Warrenville CUSD #200 Technology Skills Sequence for K – 5

Possible Activities

- In *Excel*, students can make their own multiplication and division tables to practice their facts.
- Create a multi-slide presentation focusing on:
 - Details of a specific region (i.e. climate, industry, agriculture, population, etc.)
 - Animals within a specific region (i.e. habitat, life cycle, etc.)
 - A specific author after having read a biography (*PowerPoint and Encyclopedia Britannica*)
- Create flashcards related to science vocabulary using tables (*Word*) or timed flashcards of math operations including facts and answers (*PowerPoint*)
- Create a food pyramid using text and graphics (*KidPix*)
- Use *Kidspiration* to create a graphic organizer:
 - Sequencing either a basal story or novel
 - Representing narrative elements for either a basal story or novel
- Create poetry books, containing various categories/types of poems (*Word*)
- Create a character relationship map related to main and secondary characters for novel study (*Kidspiration*)
- When studying landforms or regions, students work in small groups to prepare a *Power Point* describing characteristics of their landforms or regions. All their work can be stored in the student drive.
- When studying different countries (ancestors), students do a very comprehensive study of the country online and in book resources.
 - *Excel* – graphs of country's weather, exports, etc. in country
 - *Timeliner* – history of the country, lifeline of a famous person from the country
 - *Power Point* – presentation of any aspect of the country
 - *Word* – typed reports, captions for illustrations, etc.
 - *Print Shop* – travel brochures, invitations to World's Fair
- Create poetry books, containing various categories/types of poems (*Word*)
- Type reading responses and use the highlight tool to identify various components of the response (*Word*)
- Type DOL sentences and have students highlight mistakes and parts of speech (*Word*)

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TECHNOLOGY PERFORMANCE INDICATORS: 5

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6. Technology problem-solving and decision-making tools

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INTRODUCTION

Fifth grade students will continue working to achieve mastery in proper keyboarding techniques. As their proficiency grows, their accuracy will be recognized in the creation of more sophisticated products. Keyboarding proficiency of the fifth grade students will be communicated with other achievement data as the students move on to middle school recognizing the importance and expectation of this skill.

Fifth graders will demonstrate more independence integrating their problem-solving and critical thinking skills in the planning and production of multi-media presentations. The fifth grader will develop projects incorporating their own creative ideas and abilities as their teachers facilitate the development of these communication avenues. Students will begin mastering the use of peripheral devices such as printers, scanners and digital cameras to enhance presentations. They will become independent in creating and managing files and folders within networks. Fifth graders will continue to develop their independent research skills. Exiting fifth grade students will be ready to enter middle school with a foundation of technology skills and knowledge of appropriate technology application appropriate for the 21st Century Learner.

Fifth Grade Performance Indicators

COMPUTER OPERATIONS

Create a folder in a specific location (1,3)

Copy and move files from one folder to another (1,2,3)

Create a portfolio for long-term storage of projects (1,3)

Students will copy and paste text within/between applications with assistance (1,2,3)

Using Mouse: (1,3)

- Secondary mouse button (Right Click)
- Select

Use Escape key (1)

Use menu commands / toolbar commands (1)

Reinforce:

- Font formatting (1)
- Text Alignment (1)

Inserting Hyperlinks in presentations and documents (1,3)

KEYBOARDING

Mastery of touch typing techniques (1,3)

Students assessed through the touch typing program (1)

Explore the use of keyboard shortcuts: (1)

Cut – ctrl x, - Copy – ctrl c - Paste – ctrl v

Save – ctrl s - Print – ctrl p

Range of Level of Expectation in typing program 16 - 25

INFORMATION TECHNOLOGIES

Cite sources with teacher assistance (2,5)

Student selects and outlines topic or hypothesis and research strategy independently (5,6)

With teacher assistance:

- Use Search Engine to access information (2,5)
- Students can evaluate a web site using a web evaluation tool (2,5,6)

Teacher facilitates and monitors small group or individual email communication (2,4)

PRODUCTION and COMMUNICATION

Word Processing

- Publish a document which includes formatted text and images imported or retrieved from various online sources (1,2,5)
- Format pages to improve readability using justification, margin settings, the tab key, and advanced font formatting (color, superscript, etc.) (1,3)
- With teacher assistance:
 - Create documents incorporating a publication lay-out design including columns, tables, graphics/clipart, and formatting (1,3)
 - Create a document report including tables, columns, inserting breaks (section and page), and headers and footers (1,3)

Presentation

- Independently create a complete multimedia presentation with correctly cited sources for a specific audience and purpose (3,4,5)
- Learn effective use of transitions including slide transitions, animations, and/or hyperlinks (3)
- Take digital pictures using a digital camera and insert those pictures into documents (3)

Spreadsheet

With teacher assistance:

- Create charts as a way to organize information, find patterns, and predict outcomes (1,3,6)
- Enter text and number by moving from cell to cell to design a spreadsheet with titles and data (1,3)

Database

- Independently create a table in a Word document to organize information (1,3)

Wheaton Warrentville CUSD #200

Technology Skills Sequence for K – 5

Possible Activities

- Set up different folders in the student's network to create a working portfolio, include folders for reading, writing, science, etc. Have the students save all of their documents, presentations, files, pictures, and etc. to the appropriate folder within their network.
- Create a travel brochure for an ancient civilization including a map of the area, statistics, contributions, climate, attractions, etc. Insert pictures and graphics from the internet to enhance the brochure. (*Print Shop* or *Word*)
- Create a multimedia that includes topics such as: What is a Plant, Parts of a Plant, Types of Plants (Vascular and Nonvascular), Processes of a Plant and Reproduction of Plants (*PowerPoint*)
- Create a classroom tour of the classroom to be presented on Curriculum Night in which the students take digital pictures and record sound files describing the different aspects of the room. (*PowerPoint* and *Sound Recorder*)
- Create a timeline describing major events in the eruption of Mount St. Helens. (*Timeliner*)
- Use a spreadsheet to record and analyze data from math timed test. (*Excel*)
- Create and analyze growing and repeating patterns using shapes. Then enter that data into a spreadsheet to find patterns and relationships between the data. (*Excel* and *Math Keys*)
- Create a visual aide for a Science Fair presentation including: title, hypothesis, materials, data charts and graphs, and conclusions. Digital pictures could also be included. (*Word*, *PowerPoint*, *Excel*)
- Create a classroom newsletter in which small groups of students contribute articles, clipart, digital pictures, etc. (*Print Shop*, *Word*)
- Type an essay (Persuasive, Expository or Narrative) and use the highlighting tool to mark the different sentence types and key elements within their essay. Have the students analyze whether or not they have included all necessary parts. (*Word*)
- Create a graphic illustration of a function machine that depicts the numbers used in a t-chart.
- Create a graphic organizer of story elements, character traits, etc. (*Word*, *PowerPoint*, *Kidspiration*).
- Create a public service announcement promoting the concepts they learned, i.e., DARE. (*PowerPoint*)
- Create trading cards of favorite archaeologists in *Print Shop*
- After a poet study, students pick a favorite poem to retype and illustrate with their own digital images.

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