Basic Operations and Concepts	Social, Ethical and Human Issues	Technology as a Tool for Productivity					Technology as a Tool for Communications	Technology as a Tool for Research	Technology as a Tool for Problem Solving and Decision-Making.
Students demonstrate a sound understanding of the nature and operation of technology systems. Students are proficient in the use of technology	Students understand the ethical, cultural, and societal issues related to technology. Students practice responsible use of technology systems, information, and software.	Students use technology tools to enhance learning, increase productivity, and promote creativity. Students use productivity tools to collaborate in constructing technology-enhanced models, preparing publications, and producing other creative works.					Students use technology to communicate, 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.	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 to specific tasks.	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.
		Word Processing	Draw & Paint	Database	Spreadsheet	Keyboarding			
Identify ways technology has changed lives of people in communities.

Demonstrate knowledge and appropriate use of hardware components, software programs and their connections.

Use technology terminology appropriate to task.

Rename a file.

Select and delete files.

Access, save to, and retrieve files from a disc or shared network. | Recognize and respect another person's right to privacy (E-mail, not opening someone else's files, etc.)

Recognize that one must have permission to copy another person's work.

Recognize that reference materials must be put in own words and / or cited.

Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. | Reinforce word processing terms like cursor, load, save, print.

Use tab key to indent paragraph.

Leave blank line between heading and rest of document.

Reinforce and expand skills introduced at preceding levels.

Cut, copy, and paste text

Use spell check to edit document.

Align text: justify right/left and center. | Explore basic draw and paint tools: Selection rectangle, copy, paste, flip, rotate, move, paint brush, zooming, erase, color gradient Edit/Undo etc.

Merge graphics into word processing document. Effectively open and work on multiple documents.

Develop a product using presentation software using text, buttons, graphics, color and sound.

Use design principles (fonts, color, white space, graphics that are appropriate for the communication media (screen, printed material etc. | Is aware of the value of keeping data on the computer through teacher modeling. | Answer questons using a spreadsheet.

Recognize parts and understand purpose of spreadsheets.

Create a graph from a streadsheet. | Reinforce and expand skills introduced at preceding levels.

Keyboard with suggested speed of 5-7 wpm.

Locate the following characters: " "! ( ) $ - and produce with proper spacing.

Demonstrate the use of arrow keys.

Identify on the keyboard the full left hand area and full right had area. | Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.

Appropriately use an e-mail messaging system with guidance from teacher.

With teacher support open a web browser and navigate the Web using URL's, search engines, directory, buttons, hypertext links, toolbar, bookmarks, etc.

Create projects (e.g., cards, banners, posters, web pages) using design principles that are appropriate for defined audiences. | Exposure to the use of different types of audio and video equipment: scanners, digital cameras, video cameras, CDs, etc.

Use developmentally appropriate multimedia resources (e.g., interactive books, educational software, elementary multimedia encyclopedias, and web sites) to locate, evaluate, and collect information.

Process data and report results.

Navigate through the contents of a CD-ROM using various search strategies.

Understand how an electronic encyclopedia functions.

Search independently. | Use software features, such as slide show previews to evaluate final product.

Use appropriate software to express ideas and solve problems.

Use software "help" features. |