

Computer Curriculum & Texas Essential Knowledge and Skills (TEKS)

Technology Applications – Grade 3-5

	TechnoPoet	TechnoExplorer	TechnoBiz	TechnoReporter	TechnoCyberspace	TechnoMovie	TechnoManager	TechnoCorrespondent	TechnoNet	TechnoClue	TechnoBasics
Foundations											
1. The student demonstrates knowledge and appropriate use of hardware components, software programs and their connections.											
A. Save and delete files, uses menu options and commands, and work with more than one software application.	■	■	■	■	■	■	■	■	■	■	■
B. Identify and describe the characteristics of digital input, processing, and output.											■
C. Delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity.		■				■		■			
D. Access remote equipment on a network such as a printer or other peripherals.	■	■	■	■	■	■	■	■	■	■	
2. The student uses data input skills appropriate to the task.											
A. Use input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen	■	■	■	■	■	■	■	■	■	■	■
B. Use keyboarding techniques such as correct hand and body positions & smooth, rhythmic keystroke patterns as grade level appropriate	■	■	■	■	■	■	■	■	■	■	■
C. Demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade level appropriate	■	■	■	■	■	■	■	■	■	■	■
D. Produce documents at the keyboard, proofread, and correct errors	■	■	■	■	■	■	■	■	■	■	
E. Use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade level appropriate	■	■	■	■	■	■	■	■	■	■	
F. Demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of instruction.											
3. The student complies with the laws and examines the issues regarding the use of technology in society.											
A. Follow acceptable use policies when using computers.		■		■	■			■	■		■
B. Model respect of intellectual property by not illegally copying software or another individual's electronic work.				■				■			

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Information Acquisition											
4. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision.											
A. Apply appropriate electronic search strategies in the acquisition of information including keyword and Boolean search strategies.	■	■	■	■	■	■		■	■	■	
B. Select appropriate strategies to navigate & access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing.		■		■	■			■	■		
5. The student acquires electronic information in a variety of formats, with appropriate supervision.											
A. Acquire information including text, audio, video, and graphics.	■	■	■	■	■	■	■	■	■	■	
B. Use on-line help and documentation (<i>student workbook</i>).	■	■	■	■	■	■	■	■	■	■	
6. The student evaluates the acquired electronic information.											
A. Apply critical analysis to resolve information conflicts and validate information.	■	■	■	■	■	■	■	■	■	■	
B. Determine the success of strategies used to acquire electronic information.	■	■	■	■	■	■	■	■	■	■	
C. Determine the usefulness and appropriateness of digital information.	■	■	■	■	■	■	■	■	■	■	
Solving Problems											
7. The student uses appropriate computer-based productivity tools to create and modify solutions to problems.											
A. Use software programs with audio, video, and graphics to enhance learning experiences.	■	■	■	■	■	■	■	■	■	■	■
B. Use appropriate software to express ideas and solve problems including the use of word processing, graphics, databases, spreadsheets, simulations, and multimedia.	■	■	■	■	■	■	■	■	■	■	■
C. Use a variety of data types including text, graphics, digital audio, and video.	■	■	■	■	■	■	■	■	■	■	■
8. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge.											
A. Use communication tools to participate in group projects.											
B. Use interactive technology environments, such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or on-line interactive lessons, to manipulate information.		■		■	■			■	■		
C. Participate with electronic communities as a learner, initiator, contributor, or mentor.		■			■						

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9. The student uses technology applications to facilitate evaluation of work, both process and product.											
A. Use software features, such as on-line help,(<i>spell check, web page preview, activate thumbnail view</i>) to evaluate work progress.	■			■				■	■	■	
B. Use software features, such as slide show previews, to evaluate final product.			■	■		■					
Communications											
10. The student formats digital information for appropriate and effective communication.											
A. Use font attributes, color, white space, and graphics to ensure that products are appropriate for the defined audience.	■	■	■	■	■	■	■	■	■	■	
B. Use font attributes, color, white space, and graphics to ensure that products are appropriate for the communication media including multimedia screen displays, Internet documents, and printed materials.	■	■	■	■	■	■	■	■	■	■	
C. Use appropriate applications including, but not limited to, spreadsheets and databases to develop charts and graphs by using data from various sources.			■							■	
11. The student delivers the product electronically in a variety of media, with appropriate supervision.											
A. Publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video.	■	■	■	■	■	■	■	■	■	■	
B. Use presentation software to communicate with specific audiences.						■				■	
12. The student uses technology applications to facilitate evaluation of communication, both process and product.											
A. Select representative products to be collected and stored in an electronic evaluation tool.											
B. Evaluate the product for relevance to the assignment or task.									■		
C. Create technology assessment tools to monitor progress of project such as checklists, timelines, or rubrics.											