

Computer Curriculum & Texas Essential Knowledge and Skills (TEKS)

Technology Applications – Grade 1-2

| | TechnoBasics | TechnoColors | TechnoShapes | TechnoLetters | TechnoGallery | TechnoCreate | TechnoBook | TechnoArtist | TechnoCop | TechnoCity | TechnoAuthor | TechnoIllustrator | TechnoPet |
|--|--------------|--------------|--------------|---------------|---------------|--------------|------------|--------------|-----------|------------|--------------|-------------------|-----------|
| Foundations | | | | | | | | | | | | | |
| 1. The student demonstrates knowledge and appropriate use of hardware components, software programs and their connections. | | | | | | | | | | | | | |
| A. Use technology terminology appropriate to the task. | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |
| B. Start and exit programs as well as create, name and save files | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |
| C. Use networking terminology such as on-line, network, or password and access remote equipment on a network such as a printer. | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |
| 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 | ▪ | | | ▪ | | | ▪ | | ▪ | ▪ | ▪ | ▪ | ▪ |
| 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 keyword searches to acquire information. | | | | | | | ■ | | ■ | ■ | ■ | | ■ |
| B. Select appropriate strategies to navigate and access information 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. | | | | | | | | | | | | | |
| 6. The student evaluates the acquired electronic information. | | | | | | | | | | | | | |
| A. Determine the success of strategies used to acquire electronic information. | | ■ | ■ | ■ | | ■ | ■ | | ■ | ■ | ■ | | ■ |
| B. 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, including the use of word processing and multimedia, to express ideas and solve problems. | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ | ■ |
| 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 electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment. | | | | | | | | | | | | | |

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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>activate thumbnail view, spell check</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 and printed materials. | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |
| 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 or monitor display. | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |
| B. Publish information in a variety of media including, but not limited to, stored files or video. | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ | ▪ |
| 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 (<i>checklist</i>) to the assignment or task. | | | | | | | ▪ | | | | ▪ | | |