

Technology Applications, Grades 3-5.

(1) The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.

(2) Through the study of technology applications foundations, including technology-related terms, concepts, and data input strategies, students learn to make informed decisions about technologies and their applications. The efficient acquisition of information includes the identification of task requirements; the plan for using search strategies; and the use of technology to access, analyze, and evaluate the acquired information. By using technology as a tool that supports the work of individuals and groups in solving problems, students will select the technology appropriate for the task, synthesize knowledge, create a solution, and evaluate the results. Students communicate information in different formats and to diverse audiences. A variety of technologies will be used. Students will analyze and evaluate the results.

(3-5.1) Foundations. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:

(A) use technology terminology appropriate to the task;

(B) save and delete files, uses menu options and commands, and work with more than one software application;

(C) identify and describe the characteristics of digital input, processing, and output;

(D) delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats and cross platform connectivity; and

(E) demonstrate the ability to select and use software for a defined task according to quality, appropriateness, effectiveness, and efficiency

(F) access remote equipment on a network such as a printer or other peripherals.

(G) use terminology related to the internet appropriately including but not limited to electronic mail (e-mail), Uniform Resource Locators (URLs), World Wide Web (www) page, and HyperText Markup language (html)

(3-5.2) Foundations. The student uses data input skills appropriate to the task. The student is expected to:

(A) use a variety of input devices such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD-ROM, or touch screen; as well as a calculator

(B) demonstrate proficiency in the use of a variety of input devices such as mouse/track pad, keyboard, microphone, digital camera, printer, CD-ROM

(C) use proper keyboarding techniques such as correct hand and body positions and smooth and rhythmic keystroke patterns;

(D) demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;

(E) produce documents at the keyboard, proofread, and correct errors;

(F) use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade-level appropriate; and

(G) demonstrate an appropriate speed on short timed exercises depending upon the grade level and hours of instruction.

(3-5.3) Foundations. The student complies with the laws and examines the issues regarding the use of technology in society. The student is expected to:

(A) follow acceptable use policies when using computers; and

(B) model respect of intellectual property by not illegally copying software or another individual's electronic work.

(C) discuss copyright laws/issues and model ethical acquisition and use of digital information, citing sources using established methods (gr. 5)

(D) demonstrate proper etiquette and knowledge of acceptable use while in an individual classroom, lab, or on the internet and intranet (gr. 5)

(E) describe the consequences regarding copyright violations including, but not limited to, computer hacking, computer piracy and intentional virus setting

(3-5.4) Information acquisition. The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. The student is expected to:

(A) apply appropriate electronic search strategies in the acquisition of information including keyword search strategies; and

(B) select appropriate strategies to navigate and access information on the Internet and intranet, for research and resource sharing.

(3-5.5) Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to:

(A) acquire information including text, audio, video, and graphics; and

(B) demonstrate the ability to access, operate, and manipulate information from secondary storage and remote devices including shared drives and secure storage sites.

(C) use on-line help and documentation.

(3-5.6) Information acquisition. The student evaluates the acquired electronic information. The student is expected to:
(A) apply critical analysis to resolve information conflicts and validate information;
(B) determine the success of strategies used to acquire electronic information; and
(C) determine the usefulness and appropriateness of digital information.
(3-5.7) Solving problems. The student uses appropriate computer-based productivity tools to create and modify solutions to problems. The student is expected to:
(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; and
(C) use a variety of data types including text, graphics, digital audio, and video.
(3-5.8) Solving problems. The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. The student is expected to:
(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; and
(C) participate with electronic communities as a learner, initiator, contributor, or mentor.
(3-5.9) Solving problems. The student uses technology applications to facilitate evaluation of work, both process and product. The student is expected to:
(A) use software features, such as on-line help, to evaluate work progress; and
(B) use software features, such as slide show previews, to evaluate final product.
(3-5.10) Communication. The student formats digital information for appropriate and effective communication. The student is expected to:
(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; and
(C) use appropriate applications including, but not limited to, spreadsheets and databases to develop charts and graphs by using data from various sources.
(D) demonstrate appropriate use of fonts, styles, and sizes as well as effective use of graphics and page design to effectively communicate
(3-5.11) Communication. The student delivers the product electronically in a variety of media, with appropriate supervision. The student is expected to:
(A) publish information in a variety of media including, but not limited to, printed copy, monitor display, Internet documents, and video; and
(B) use presentation software to communicate with specific audiences.
(3-5.12) Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:
(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; and
(C) create technology assessment tools to monitor progress of project such as checklists, timelines, or rubrics.
Source: The provisions of this §126.3 adopted to be effective September 1, 1998, 22 TexReg 5203.