Pikeville Independent Schools	K-6 Curriculum Map for Technology Standards						
Pikeville Elementary School	**K**	**1**	**2**	**3**	**4**	**5**	**6**
Big Idea: Information, Communication and Productivity							
Students demonstrate a sound understanding of the nature and operations of technology systems.							
Students use technology to learn, to communicate, to increase productivity and become competent users of technology. Students manage and create effective oral, written and multimedia communication in a variety of forms and contexts							
Academic Expectations	***K***	***1***	***2***	***3***	***4***	***5***	***6***
1.11 Students write using appropriate forms, conventions, and styles to communicate ideas and information to different audiences for different purposes. **1.16 Students use computers and other kinds of technology to collect, organize, and communicate information and ideas.** **3.3 Students demonstrate the ability to be adaptable and flexible through appropriate tasks or projects.** **6.1 Students connect knowledge and experiences from different subject areas.** **---------- 6.3 Students expand their understanding of existing knowledge by making connections with new knowledge, skills and experiences.**	Students can connect and apply the following skills across all content areas: Students can accurately type their name. Students can recognize and locate all letters. Students can save a word processing documents for a given task. Use appropriate technology terms. Log in all appropriate online resources using individual student login credentials. Students can demonstrate the proper care and maintenance of technology equipment/devices.	Students can connect, apply, and expand the following skills across all content areas: Students can accurately type 3 sentences in a single class setting. Students can participate in a whole-group lesson modeling how to collect online information using various search engines, online resources, and surveys. Students can organize and communicate information by creating, formatting (center title, left margin body, insert picture), and saving word processing documents for a given task. Use appropriate technology terms. Log in to all appropriate online resources using individual student login credentials. Students can adapt between comparable software (i.e. Firefox/Chrome, Word/Google Docs). Students can demonstrate the proper care and maintenance of technology equipment/devices.	Students can connect, apply, and expand the following skills across all content areas: Students can accurately type one paragraph in a single class setting using optimal position and correct hand placement. Students can participate in a whole-group lesson modeling how to collect online information using various search engines, online resources, and surveys. Students can organize and communicate information by creating, formatting (such as center the title, left margin body, and insert pictures, tabbing for new paragraphs) saving, or publishing, printing word processing documents appropriate for a given task . Use appropriate technology terms. Log in to computer and all appropriate online resources using individual student login credentials. Students can adapt between comparable software (i.e. Firefox/Chrome, Word/Google Docs). Students can demonstrate the proper care and maintenance of technology equipment/devices.	Students can connect, apply, and expand the following skills across all content areas: Students can accurately type half a page in a single class setting using optimal position and correct hand placement. Students can participate in a whole-group lesson modeling how to collect online information using various search engines, online resources, and surveys. Students can organize and communicate information by creating, formatting (such as center the title, left margin body, and insert pictures, tabbing for new paragraphs, using the shift key appropriately) saving, or publishing, printing word processing documents or multimedia (i.e. Google Slides, PowerPoint) appropriate for a given task . Students will use appropriate technology terms and be able to log in to all appropriate online resources using individual student login credentials. Students can adapt between comparable software (i.e. Firefox/Chrome, Word/Google Docs) and be able to open multiple tabs on their device. Students can demonstrate the proper care and maintenance of technology equipment/devices.	Students can connect, apply, and expand the following skills across all content areas: Students in the 4th grade will be able to log on to the computer and use any personal usernames and passwords. Students will be able to respect other student's usernames and passwords. Students will be able to use proper hand placement on the keyboard and be able to identify the placement of letters and numbers on the keyboard. Students will be comfortable using Google Drive. Students will be able to keyboard 1 full page in a single class setting. Students will be able to save their information and be able to locate it at a future setting. Students will be able to create charts, data tables, or graphs in various content areas. Students will be able to create presentations (such as a slideshow). Students will be able to recognize and collect information from the various available search engines and will be able to choose the one most appropriate for their needs. Students can adapt between comparable software (i.e. Firefox/ Chrome, Word/GoogleDocs.) Students will be able to take, and maintain, proper care of any technology available to them (not drinking or eating near a computer, how to properly carry a laptop, etc.). Students will be able to take online surveys. Students will begin to understand how basic computer programming work. Students will be able to use technology devices such as I-Pads and laptops.	Students can connect, apply, and expand the following skills across all content areas: Students can accurately type 2 pages in a single class setting using optimal position and correct hand placement. Students can collect information using various search engines, online resources, and surveys. Students can organize and communicate information by creating, formatting, saving, submitting or publishing, print word processing documents, spreadsheets, and multimedia presentations appropriate for a given task. Use appropriate technology terms. Log in to all appropriate online resources using individual student login credentials. Access properly format, include attachments, send, and reply to emails. Students can adapt between comparable software (i.e. Firefox/Chrome, Word/Google Docs). Students can demonstrate the proper care and maintenance of technology equipment/devices.	Students can connect, apply, and expand the following skills across all content areas: Students can accurately type 3 pages in a single class setting using optimal position and correct hand placement. Students can collect information using various search engines, online resources, and surveys. Students can organize and communicate information by creating, formatting, saving, submitting or publishing, print word processing documents, spreadsheets, and multimedia presentations appropriate for a given task. Use appropriate technology terms. Log in to computer and all appropriate online resources using individual student login credentials. Access properly format, include attachments, send, and reply to emails. Students can adapt between comparable software (i.e. Firefox/Chrome, Word/Google Docs). Students can demonstrate the proper care and maintenance of technology equipment/devices.

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Big Idea: Safety and Ethical/Social Issues							
Students understand safe and ethical/social issues related to technology. Students practice and engage in safe, responsible and ethical use of technology. Students develop positive attitudes toward technology use that supports lifelong learning, collaboration, personal pursuits and productivity.							
Academic Expectations	***K***	***1***	***2***	***3***	***4***	***5***	***6***
2.17 Students interact effectively and work cooperatively with the many ethnic and cultural groups of our nation and world. **4.5 Students demonstrate an understanding of, appreciation for, and sensitivity to a multi-cultural and worldview.**	Students will connect with students/organizations from other ethnic and cultural groups using online technology.	Students will connect with students/organizations from other ethnic and cultural groups using online technology.	Students will connect with students/organizations from other ethnic and cultural groups using online technology.	Students will connect with students/organizations from other ethnic and cultural groups to collaborate using online technology.	Students will connect with students/organizations from other ethnic and cultural groups to collaborate using online technology.	Students will connect with students/organizations from other ethnic and cultural groups to collaborate using online technology.	Students will connect with students/organizations from other ethnic and cultural groups to collaborate using online technology.
3.6 Students demonstrate the ability to make decisions based on ethical values. **4.3 Students individually demonstrate consistent, responsive and caring behavior.** **4.4 Students demonstrate the ability to accept the rights and responsibilities for self and others.**	Students can explain and apply safe and ethical internet use and behavior in a personal and community context. Students can investigate basic issues related to responsible use of technology. (i.e. respecting the logins/passwords of others, only visiting sites approved by the teacher,). Student will describe personal consequences of inappropriate use. Students can show how technology supports lifelong learning.	Students can explain and apply safe and ethical internet use and behavior in a personal and community context. Students can investigate basic issues related to responsible use of technology. (i.e. respecting the logins/passwords of others, only visiting sites approved by the teacher). Student will describe personal consequences of inappropriate use. Students can explain how technology supports lifelong learning.	Students can explain and apply safe and ethical internet use and behavior in a personal and community context. Students can investigate basic issues related to responsible use of technology. (i.e. plagiarism, copyright, and the conditions of the Acceptable Usage Policy). Student will describe personal consequences of inappropriate use. Students can explain how technology supports lifelong learning.	Students can explain and apply safe and ethical internet use and behavior in a personal and community context. Students can investigate basic issues related to responsible use of technology. (i.e. plagiarism, copyright, and the conditions of the Acceptable Usage Policy). Student will describe personal consequences of inappropriate use. Students can explain how technology supports lifelong learning.	Students can explain and apply safe and ethical internet use and behavior in a personal and community context. Students can investigate basic issues related to responsible use of technology. (i.e. plagiarism, intellectual property, copyright, and the conditions of the Acceptable Usage Policy). Student will describe personal consequences of inappropriate use. Students can explain how technology supports lifelong learning.	Students can explain and apply safe and ethical internet use and behavior in a personal and community context. Students can investigate basic issues related to responsible use of technology. (i.e. plagiarism, intellectual property, copyright, and the conditions of the Acceptable Usage Policy). Students will describe personal consequences of inappropriate use. Students can explain how technology supports lifelong learning.	Student can explain and apply safe and ethical internet use and behavior in a personal and community context. Students can investigate basic issues related to responsible use of technology. (i.e. plagiarism, intellectual property, copyright, and the conditions of the Acceptable Usage Policy). Student will describe personal consequences of inappropriate use. Students can explain how technology supports career options and lifelong learning.
Big Idea: Research, Inquiry/Problem-Solving and Innovation							
Students understand the role of technology in research and experimentation. Students engage technology in developing solutions for solving problems in the real world. Students will use technology for original creation and innovation.							
Academic Expectations	***K***	***1***	***2***	***3***	***4***	***5***	***6***
1.1 Students use reference tools such as dictionaries, almanacs, encyclopedias, and computer reference programs and research tools such as interviews and surveys to find the information they need to meet specific demands, explore interests, or solve specific problems. **5.2 Students use creative thinking skills to develop or invent novel, constructive ideas or products.** **5.4 Students use a decision-making process to make informed decisions among options.** **5.5 Students use problem-solving processes to develop solutions to relatively complex problems.** **6.1 Students connect knowledge and experiences from different subject areas.**	Students can use accurate information from a variety of electronic sources in all content areas. (e.g. teacher-selected web sites, videos, images, and/or eBooks) Students can use technology tools to conduct interviews and surveys for application in content areas in a whole group setting with teacher modeling.	Students can use accurate information from a variety of electronic sources in all content areas. (e.g. teacher-selected web sites, videos, images, and/or eBooks) Students can use technology tools to conduct interviews and surveys for application in content areas in a whole group setting with teacher modeling.	Students can use accurate information from teacher selected digital artifact in all content areas. (e.g. teacher-selected articles, videos, images, encyclopedia entries, and/or eBooks) Students can use technology tools to conduct interviews and surveys for application in content areas.	Students can gather and use accurate information from at least one teacher selected digital artifact in all content areas. (e.g. teacher-selected articles, videos, images, encyclopedia entries, and/or eBooks) Students can use technology tools to conduct interviews and surveys for application in content areas.	Students can gather and use accurate information from at least two teacher selected digital artifacts in all content areas. (e.g. teacher-selected articles, videos, images, encyclopedia entries, and/or eBooks) Students can use technology tools to conduct interviews and surveys for application in content areas.	Students can gather and use accurate information from at least three teacher selected electronic sources in all content areas. (e.g. teacher-selected web sites, encyclopedias and online card catalog, online virtual library, and/or eBooks) Students can use technology tools to conduct interviews and surveys for application in content areas. Students can gather technology information/data and use for problem solving in all content areas and describe at least one strategy for problem solving while using technology (e.g., inquiry/problem-solving software, troubleshooting technology issues) Students can use technology for original creations/innovation in classroom	Students can gather and use accurate information from a variety of electronic sources in all content areas. (e.g. teacher-selected web sites, encyclopedias and online card catalog, online virtual library, and/or eBooks) Students can use technology tools to conduct interviews and surveys for application in content areas. Students can apply their research and use technology to solve problems using critical thinking and problem-solving strategies to organize and develop creative solutions, ideas or product. Students can solve content-specific problems using a combinations of technologies.

Pikeville Independent Schools	*K-6 Curriculum Map for Technology Standards*						
Pikeville Elementary School	**K**	**1**	**2**	**3**	**4**	**5**	**6**
2.3 Students identify and analyze systems and the ways their components work together or affect each other.	Students can identify multiple technology tools.	Students can identify technology tools. Students can participate in the creation of a final class product using multiple tools to demonstrate learning.	Students can identify technology tools. Students can participate in the creation of a final class product using multiple tools to demonstrate learning.	Students can use multiple tools and technology systems to create and share a final product which demonstrates learning.	Students can use multiple tools and technology systems to create and share a final product which demonstrates learning.	Students can use multiple tools and technology systems to create and share a final product which demonstrates learning.	Students can use multiple tools and technology systems to create and share a final product which demonstrates learning. Students can determine which technology is useful and select the appropriate tool(s) (e.g., calculators, data collection probes, videos, educational software) to inquire/problem-solve in self-directed and extended learning
5.1 Students use critical thinking skills such as analyzing, prioritizing, categorizing, evaluating, and comparing to solve a variety of problems in real-life situations.	Students can identify digital artifacts (i.e. articles, videos, images, and/or reference materials) that may not be legitimate or accurate via electronic information sources. Students can apply technology to assist in gathering, organizing and evaluating information from a variety of sources to answer essential questions.	Students can compare at least two teacher selected digital artifacts (i.e. articles, videos, images, and/or reference materials) to evaluate the legitimacy of electronic information. Students can apply technology to assist in gathering, organizing and evaluating information from a variety of sources to answer essential questions.	Students can compare at least two teacher selected digital artifacts (i.e. articles, videos, images, and/or reference materials) to evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources. Students can apply technology to assist in gathering, organizing and evaluating information from a variety of sources to answer essential questions.	Students can compare at least two teacher selected digital artifacts (i.e. articles, videos, images, and/or reference materials) to evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources. Students can apply technology to assist in gathering, organizing and evaluating information from a variety of sources to answer essential questions.	Students can compare at least two teacher selected digital artifacts (i.e. articles, videos, images, and/or reference materials) to evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources. Students can apply technology to assist in gathering, organizing and evaluating information from a variety of sources to answer essential questions.	Students can compare two-three teacher selected sources (i.e. websites that contain a collection of digital artifacts) to evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources. Students can apply technology to assist in gathering, organizing and evaluating information from a variety of sources to answer essential questions.	Students can evaluate the accuracy, relevance, appropriateness, comprehensiveness and bias of electronic information sources. Students can apply technology to assist in gathering, organizing and evaluating information from a variety of sources to answer essential questions.