§126.2. Technology Applications, Kindergarten-Grade 2.

a) I	ntroduc	ction	
(The technology applications curriculum has four strands: foundations, information acquisition, work in solving problems, and communication.	
Ĺ		The technology applications curriculum has six strands technology operations and concepts; digital citizenship; research and information fluency; critical thinking, problem solving, and decision making; communication and collaboration; creativity and innovation.	Comment [A1]: To align with new strands.
÷		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.	
		Through the study of technology operations and concepts students learn technology related terms, concepts and data input strategies. Students practice digital citizenship by behaving responsibly while using technology tools and resources. Research and information fluency includes the acquisition and evaluation of digital content. Students collaborate and communicate both locally and globally to reinforce and promote learning. Critical thinking, problem solving, and decision making skills are develop through collecting, analyzing, and reporting digital information. By using creative thinking and innovative processes students construct knowledge and develop products.	
	1)	Foundations. The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. The student is expected to:	Comment [A2]: 21 st - Updated strands
		 (A) use technology terminology appropriate to the task; (B) start and exit programs as well as create, name, and save files; and 	Comment [A3]: 21st Comment [A4]: 21 st - Changed strand to reflect 21 st century skills
		(C) use networking terminology such as on line, network, or password and access remote equipment on a network such as a printer.	
<u>(</u>		Technology Operations and Concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts and operations. The student is expected to: (A) use appropriate terminology including basic hardware, software applications, programs, networking, virtual environments, and emerging technologies; and	
		(B) use appropriate digital tools and resources for storage, access, file management and collaboration	
		(2)(A)(C) use a variety of input, <u>output</u> , and <u>storage</u> devices; such as mouse, keyboard, disk drive, modem, voice/sound recorder, scanner, digital video, CD ROM, or touch screen;	
		(2)(B)(D) use proper keyboarding techniques such as <u>ergonomically correct hand and body</u> positions as grade-level appropriate; and correct hand and body positions and smooth and rhythmic keystroke patterns as grade level appropriate;	
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	(2)(C	(E) demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys as grade-level appropriate;	
	(F)	use the help feature online and in applications.	
(2)	Found	lations. The student uses data input skills appropriate to the task. The student is expected to:	
	(D)	produce documents at the keyboard, proofread, and correct errors; and	
	(E)	use language skills including capitalization, punctuation, spelling, word division, and use of numbers and symbols as grade level appropriate.	
(2)	Digita	l CitizenshipThe student practices safe, responsible, legal and ethical behavior while using	Comment [A6]: 21st
	<u>digita</u>	tools and resources. The student is expected to:	Comment [A7]: 21 st , CRS
	<u>(A)</u>	adhere to acceptable use policies reflecting appropriate social behavior in a digital environment;	
	<u>(B)</u>	comply with acceptable cyber safety rules, fair use guidelines and copyright laws; and	
	<u>(C)</u>	practice the responsible use of digital information regarding intellectual property, including software, text, images, audio and video.	
(3)		lations. The student complies with the laws and examines the issues regarding the use of plogy 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.	
(3)		rch and Information Fluency. The student acquires and evaluates digital content. The nt is expected to:	Comment [A8]: 21 st CRS
	(A)	use search strategies to access information to guide inquiry;	
	(<u>A</u>) (B)	use research skills to build a knowledge base regarding a topic, task, or assignment; and	
	(о)(В	(<u>C</u>) determine evaluate the usefulness and appropriateness of <u>acquired-digital</u> information <u>content</u> .	Comment [A9]: 21 st , CRS
(4)		nation acquisition. The student uses a variety of strategies to acquire information from	
	electr	onic resources, with appropriate supervision. The student is expected to:	Comment [A10]: 21 st – Updated strands to include 21 st century skills
	(A)	apply keyword searches to acquire information; and	
	(B)	 select appropriate strategies to navigate and access information for research and resource sharing. 	
(4)		nunication and Collaboration. The student collaborates and communicates both locally and	
		lly using digital tools and resources to reinforce and promote learning. The student is ted to:	Comment [A11]: 21 st New strand
	(A)	use communication tools that allow for anytime, anywhere access to participate in group projects involving or interacting with multiple cultures;	Comment [A12]: CRS, 21st
	(A)	use electronic tools and research skills to build a knowledge base regarding a topic, task,	
	(11)	or assignment.	
	<u>(B)</u>	format digital information including font attributes, color, white space, graphics, and animation for a defined audience and communication medium; and	
	<u>(C)</u>	Select, store, and deliver products using a variety of media, formats, devices, and virtual environments.	
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 (5) Information acquisition. The student acquires electronic information in a variety of formats, with appropriate supervision. The student is expected to: (A) use on line help: (5) Critical Thinking, Problem Solving and Decision Making. The student applies critical thinking skills to solve problem, guide research and evaluate projects using digital tools and resources. The student is expected to: (A) identify what is known, not known, and needs to be known regarding a problem and exhluin the steps to solve the problem. (B) evaluate the appropriateness of the tool to the desired product: (C) evaluate the appropriateness of the tool to the desired product: (C) evaluate the appropriateness of the tool to acquire electronic information. The student is expected to: (A) determine the stress to accomplish a tools. Such as word processing, spreadsheet, graphic organizes, charts, multimedia, and simulations. (G) Information acquisition. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (A) determine the success of strategies used to acquire electronic information; and (G) create original products using a variety of resources; (G) create and execute steps to accomplish a task; and (E) evaluate and modify stops to accomplish a task; and (F) Solving problems. The student uses expected to: (A) use enforware programs with audio, video, and graphics to enhance learning experience; and modify solutions to problem. The student is expected to: (A) use enforware programs with audio, video, and graphics to enhance learning experience; and modify solutions to problems. The student uses expected to: (A) use enforware feature, such as on-line help, to evaluate to fuel product; with appropriate computer work, programs, and (B) use enforware feature, such as on-line help, to evaluate to	
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appropriate for the defined audience; and	
(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.	
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- (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 or monitor display; and
 - (B) publish information in a variety of media including, but not limited to, stored files or video.
- (12) Communication. The student uses technology applications to facilitate evaluation of communication, both process and product. The student is expected to:

6

- (A) select representative products to be collected and stored in an electronic evaluation tool; and
- (B) evaluate the product for relevance to the assignment or task.