

| Date Completed | Kindergarten Technology Curriculum Guide - 2016  |  |   |
|----------------|--|--|---|
|                | <b>1 - NOVICE LEARNER</b> - Students will demonstrate basic operational competencies, concepts, and program usage. |  |   |
|                | <b>BASIC OPERATIONS</b>  |  |   |
|                | 1-1  | Uses the mouse or similar pointing devices   | I |
|                | 1-2  | Uses the SAVE command  | I |
|                | 1-3  | Uses proper technique to power up and down a system  | I |
|                | 1-4  | Understands the purpose and use of menus, tool bars, and scroll bars                             | I |
|                | 1-5  | Recognizes and interprets basic icons  | I |
|                | 1-6  | Understands the structure of a window (e.g. title bar, resizing, moving, etc.)                   | I |
|                | 1-7  | Can enter, edit, and delete text   | I |
|                | 1-8  | Uses shift key for capital letters   | I |
|                | 1-9  | Demonstrates proper keyboarding techniques (posture, eye positioning, hand placement, feet)      | I |
|                | 1-10   | Understands and uses proper technology terminology (e.g. launch, quit, close, desktop, menu bar) | I |
|                | 1-11   | Identifies and names parts of computer and peripherals   | I |
|                | 1-12   | Understands printing options   | I |
|                | 1-13   | Understands the function of a network  | I |

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|                | <b>WEB BROWSER</b>   |  |   |
|                | 1-34   | Knows how to access a web browser  | I |
|                | 1-35   | Uses/creates browser favorites/bookmarks   | I |
|                | 1-36   | Knows and uses components of a web browser page (e.g. tabs, arrows, home button)                                       | I |
|                | <b>2 - DIGITAL CITIZEN-</b> Students recognize the rights, responsibilities and opportunities of living, learning and working in an interconnected digital world, and they act in ways that are safe, legal, ethical and self-aware. |  |   |
|                | <b>ETHICS</b>  |  |   |
|                | 2-1  | Understands and complies with school's AUP (Diocesan Acceptable Use Policy)  | I |
|                | 2-2  | Understands privacy implications with computers (e.g. passwords, logging off, public computers vs. personal computers) | I |
|                | 2-3  | Understands the difference between appropriate and inappropriate Internet uses   | I |
|                | 2-4  | Understands ways computers affect people's lives (ethically, morally and socially)                                     | I |
|                | <b>ETIQUETTE</b>   |  |   |
|                | 2-6  | Leaves computer ready for other students to use (e.g. save, log off, quit program)                                     | I |
|                | <b>SAFETY</b>  |  |   |
|                | 2-10   | Understands the importance of keeping passwords private  | I |
|                | 2-11   | Understands personal and private information   | I |

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|                | <b>4 - KNOWLEDGE CURATOR</b> - Students make meaning for themselves and others by critically curating resources through the use of digital tools |  |   |
|                | <b>WORD PROCESSING</b> (e.g. Microsoft Word, Pages, Google Docs, OpenOffice Text, NotePad, TextEdit)   |  |   |
|                | 4-1  | Understands and uses basic word processing terminology   | I |
|                | 4-2  | Demonstrates ability to format text (e.g. font, size, style, alignment, line spacing, highlighting etc.) | I |
|                | <b>5 - INNOVATIVE DESIGNER</b> - use a variety of technologies to express thoughts and ideas creatively  |  |   |
|                | <b>PAINTING/DRAWING/PHOTO EDITING</b> (e.g. Sumo Paint, Tux Paint, PhotoDeluxe, Illustrator, Picture It, Photoshop)                              |  |   |
|                | 5-2  | Understands and uses painting/drawing tools  | I |
|                | 5-3  | Uses painting/drawing to illustrate knowledge  | I |
|                | <b>COMPUTER PROGRAMMING</b> (e.g. code.org , CodeMonkey, Kahn Academy, Scratch, ScratchJr etc.- free tools)                                      |  |   |
|                | 5-6  | Understands basic coding/programming terminology (e.g. looping, debugging, variables, events, algorithm) | I |
|                | 5-7  | Understands basic principles in coding/programming   | I |
|                | 5-8  | Demonstrates knowledge by creating a simple sequence of code   | I |