Teacher Competencies’ Skills

Empower teachers, principals, administrators, library media specialist and instructional aides as facilitators of a meaningful, engaged, learning environment that integrates technology into the curriculum to support academic content.

Strategy:
The Texas Essential Knowledge and Skills requires every curriculum area to use technology with students through direct hands-on applications and delivery of instruction. Teachers are expected to meet the standards for our eighth grade students in the four strands of Foundations, Information Acquisition, Solving Problems and Communication. In addition teachers have a fifth strand dealing with the pedagogical best practice of technology integration.

Standard I: All teachers use technology-related terms, concepts, data input strategies, and ethical practices to make informed decisions about current technologies and their applications.

Standard II: All teachers identify task requirements, apply search strategies, and use current technology to efficiently acquire, analyze, and evaluate a variety of electronic information.

Standard III: All teachers use task-appropriate tools to synthesize knowledge, create and modify solutions, and evaluate results in a way that supports the work of individuals and groups in problem-solving situations.

Standard IV: All teachers communicate information in different formats and for diverse audiences.

Standard V: All teachers know how to plan, organize, deliver, and evaluate instruction for all students that incorporates the effective use of current technology for teaching and integrating the Technology Applications Texas Essential Knowledge and Skills (TEKS) into the curriculum.

Technology:
• Offers alternative methods for learning
• Enriches the curriculum
• Increases communication with peers, students, parents, and community
• Promotes creativity
• Connects students with real world applications and situations
• Streamlines management tasks

Successful implementation of technology requires a teaching staff who understands how to use the technology professionally and implement the technology in the learning environment. The Troy Technology Plan maps out a strategy which incorporates technology and impacts the learning of students; therefore, it will be necessary for all teachers and instructional aides to possess a set standard of technology competencies. As technology changes and
advances, Troy ISD expects teachers to upgrade their skills and continue to discover new methods for integrating the latest technology into learning.

Administrators and teachers will be required to participate in professional development to learn technology skills to assist them in analyzing student data and in understanding technology’s role in the curriculum.

Professional staff development is provided in summer workshops, after school workshops, one-on-one training, modeling, and online resources using examples of integrating technology into the curriculum.

The technology committee will explore the use and development of online professional development for teachers, administrators, and library media specialists/assistants.

To support instructional staff in meeting the expected competencies, Troy ISD selected Learning.com as the online curriculum for instruction. All instructional staff (100%) are to display their competencies’ through completing modules 1-59 or by passing (70 or above) the Learning.com assessment by mid-term of their first year of employment with the district. All instructional staff (100%) who have been employed in the district for at least one year are to display their competencies’ through completing modules 60-105 or by passing (70 or above) the Learning.com assessment by mid-term of their second year. Newly hired staff members will be allowed to complete the modules with amended requirements and deadlines.
Vision Statement
As an integral part of the teaching and learning process, the integration of instructional technology will facilitate and accelerate learning and prepare students to meet the challenges of a rapidly changing world in the 21st century.

21st Century Curriculum and Instruction
- Teaches 21st century skills discretely in the context of core subjects and 21st century interdisciplinary themes.
- Focuses on providing opportunities for applying 21st century skills across content areas and for a competency-based approach to learning.
- Enables innovative learning methods that integrate the use of supportive technologies, inquiry- and problem-based approaches and higher order thinking skills.
- Encourages the integration of community resources beyond school walls.

Goal 1: Ensure quality teaching and learning experiences for students and staff through the use of innovative technology resources.
Objective 1.1: Design authentic learning opportunities using technology.
Objective 1.2: Promote the process by which individuals and groups increase instructional effectiveness through the use of innovative technology.
Objective 1.3: Provide effective support for all stakeholders utilizing technology to enhance teaching and learning.
Objective 1.4: Design authentic, ongoing assessment that drives instruction and provides effective and timely feedback.
Objective 1.5: Enrich educational development for teachers and students by providing enhanced resources, communication, and learning opportunities.

Goal 2: Ensure sustained educator preparation and development in the use of technology that is standards-based, meaningful and engaging.
Objective 2.1: Enhance professional development opportunities that promote teacher collaboration, leadership opportunities, and training support in best practices.
Objective 2.2: Create a collaborative environment that nurtures small, personalized and sustainable learning communities for students and staff.
Objective 2.3: Increase the effective use of technology as a tool to design, deliver, and evaluate meaningful and engaging learning experiences for students.

Goal 3: Build a strong foundation of leadership, administration and services that support exception teaching and learning through the integration of technology.
Objective 3.1: Empower leadership among staff, students, and administration to develop a clear vision of integration of technology in all teaching and learning.
Objective 3.2: Provide hardware/software necessary to support the learning environment for students.

Goal 4: Ensure a progressive, stable and robust infrastructure for technology that supports the educational vision of the Troy Independent School District.
Objective 4.1: Provide a physical support structure that optimizes the use of technology.
Objective 4.2: Establish effective policies and procedures for accessibility to district technology.

Goal 5: Ensure that, in the technology-rich world in which we live, the entire learning community will be able to apply effective, ethical, and secure practices for identifying and evaluating information gleaned from the Internet as well as making wise decisions regarding the personal information shared via Internet sources.
Objective 5.1: Understand and apply internet safety guidelines.
Objective 5.2: Understand and apply correct rules of behavior and responsibility in the CyberCommunity.
Objective 5.3: Utilize ethical behaviors in searching and in citing internet sources.
Technology Integration within Curriculum and Instruction

All teachers (100%) will:
- Utilize internet resources for research and instruction. Examples include youtube videos, United Streaming, virtual field trips, music collection, sharesites, search engines, internet scavenger hunts, etc.
- Utilize technology tools in presentation of instruction. Examples include Power Point presentations, Smart Board flipcharts, videos, music, virtual field trips, etc.
- Retain documentation showing technology integration within instruction. Examples of documentation include lesson plans.

All core/content teachers (100%) will:
- Utilize technology tools in assessing student performance. Examples include clicker response systems, online assessments, Study Island assessments, interactive Smart Boards, Exam View, Texas Math and Science Diagnostic test data bank, TPRI, AIMSWeb, etc.
- Assign each class at least one activity per semester in which students create a technology project. Examples include: brochures with photo and clip art insertion, Power Point presentations, graphs and charts using Excel, video presentations using Photo Story, digital photography, etc.
- Utilize rubrics in assessing student-created technology projects.
- Retain documentation showing technology integration within instruction. Examples of documentation include lesson plans, print-outs of Power Point presentations, print-outs of Smart Board flipcharts, copies of lesson activities, copies of directions for student project assignments, copies of grading rubrics, and samples of student products.

The administrator will:
- Observe, acknowledge and positively reinforce utilization of technology during classroom walk-through observations.
- Note and positively reinforce the use of technology in teachers’ lesson plans.
- Support the use of technology by providing resources, staff development/training, manpower, and maintenance of technology.
- Maintain documentation that minimum technology assignments are being met by every teacher per semester.
- Evaluate use of technology within instruction for each individual teacher as part of PDAS teacher appraisal system.
- Collect documentation showing technology integration within instruction from teachers. Examples of documentation include lesson plans showing technology integration, print-outs of Power Point presentations, print-outs of Smart Board flipcharts, copies of lesson activities, copies of directions for student project assignments, copies of grading rubrics, and samples of student products.
## Computer Fundamentals

### Basic Components

- Learns the names and functions of the basic components of a computer system, namely the processor, input and output devices, and data storage devices.
- Learns the differences between digital and analog systems and the advantages and disadvantages of each.
- Gains introductory understanding of how each component of the computer works.
- Gains a proficiency in input devices such as the keyboard, mouse (pointer devices), microphone, printer, monitor, scanner, etc.

### Program Menus and Toolbars

- Learns to open programs on a computer.
- Learns to navigate through program menus in a program.
- Learns to use the toolbar for common program tasks.
- Learns to create, print, and save documents in a program.
- Learns to use help documentation and functions to learn how to perform a task in a program.

### Operating Systems and Browsing

- Student is introduced to file structure in terms of data storage.
- Student is introduced to the concept of an operating system, or OS.
- Student learns to identify various OS groupings by layout.
- Student is introduced to the concept of a Graphical User Interface, or GUI.
- Student learns to identify differences and similarities in OS type.
- Student learns to transfer knowledge learned in one OS to another - considering differences in GUI.
- Student gains a proficiency in data storage devices such as hard drives, CD-ROMs, floppy disks, etc.
- Student learns to access and manipulate information from various storage devices.
- Student learns to use the desktop and its elements to navigate through a computer.

### Software, Buttons, and Controls

- Student learns various software types and what they are used for - namely word processing, spreadsheet, database, slide show/presentation software, email, and browser.
- Student learns to identify primary software by function and use.
- Student learns to select type of software by appropriateness to task, effectiveness, and efficiency.
- Student learns to use dialog boxes and common buttons and controls.
## Navigating Ribbon Interfaces

- Students learn that in software that uses the ribbon interface, the file menu they may have used with other programs has been replaced by a rectangular or round “Application button.”
- Students learn that the Application button is located at the top left of the screen, positioned at or slightly above where the file menu would be if this were a menu interface, just before the Home tab.
- Students learn that when the Application button is round, it is called the Office button.
- Students learn what commands are available from the Application button.
- Students learn that the home tab provides the most commonly used commands, such as the editing and formatting commands.
- Students learn that most tabs are named for activities you are doing, like “Review,” which provides tools such as “Spell Check.”
- Students learn that if they don’t know what a command does, they can hover over it to see a tooltip that will explain.
- Students learn how to access help in software that uses the ribbon.
- Students learn that the parts of the ribbon interface are Tabs, Groups and Commands and can identify each part and explain what it does.
- Students learn about contextual menus and how to use them.
- Students learn what Galleries are and how to use them.
- Students learn that galleries feature “Live Preview” so they can instantly see the changes they will make.
- Students learn that below groups there are often arrows you can click on to open dialog boxes with more commands.
- Students learn about the Quick Access area and how it can be customized.
- Students learn that they can right click (or, on a Mac with one mouse button, Ctrl-mouse click) for a context menu of commands that are relevant to what they last clicked on or selected.
- Students learn how to insert an illustration into a report.

## Networking

- Student understands how a network functions and the benefits of using a network.
- Student can identify and use basic network components.
- Student understands the difference between LAN and WAN, and intranet and Internet.
- Student understands the concept of file servers and networked peripherals.
- Student learns to store, locate, and retrieve files from a networked file server.
- Student learns to print to a networked printer.
- Student gains a basic understanding of cross-platform connectivity and compatibility issues.

## Computer Fundamentals Unit Quiz

- Student demonstrates familiarity with keyboarding.
- Student demonstrates knowledge of how electronic data can be stored, retrieved, and transferred.
- Student demonstrates ability to find and understand information on a desktop.
- Student demonstrates knowledge of universal menu design.
- Student demonstrates knowledge of what different types of software programs do.
# Word Processing Software

## Basic Operations
- Student learns basic use of a word processing program.
- Student learns to perform basic file operations such as open, close, save, and print.
- Student learns to select and manipulate text.
- Student learns to cut, copy, paste, bold, italic, and underline text using a variety of methods.
- Student learns the advantages of digital media over printed media.

## Spelling and Grammar Tools
- Student learns to use proper spacing techniques for digital file formats.
- Student learns to use correct punctuation (em/en dashes, smart quotes) in digital media.
- Student learns to add super and subscript text.
- Student learns to add and modify bulleted and numbered lists.
- Student learns to use a spell checker and learns to identify undetected errors.

## Tabs, Spacing, and Alignment
- Student learns to modify the format of a paragraph by changing alignment and spacing settings.
- Student learns to modify font type, size, and style.
- Student learns to create columns.
- Student learns to set tab and indent spacing.
- Student learns to create a table of contents.

## Margins and Layout
- Student learns to format page margins.
- Student learns to change the paper size and orientation.
- Student learns to adjust margins and indent settings.
- Student learns to add page borders.
- Student learns to set vertical alignment.

## Formatting Reports
- Student learns to use common tools in a word processing program to format a report.
- Student learns to add proper page breaks in a document.
- Student learns to add page numbering to a document.
- Student learns to add foot/endnotes to a document.
- Student learns to add headers and footers to a document.
- Student is introduced to using the page ruler to change indent settings.

## Word Processing Software Unit Quiz
- Student demonstrates the ability to format font and page layout.
- Student demonstrates the ability to select formatting options for effective communication.
- Student demonstrates a knowledge of intellectual property rights.
- Student demonstrates the ability to add frequently used words to a Spell Checker.
- Student demonstrates a knowledge of the limitations of Spell Checker features.
# Presentation Software

## Elements and Basic Design
- Student learns the basics of what presentation software is and how it is used.
- Student learns to identify the components of an electronic presentation.
- Student learns to navigate through the slides of a presentation-in-progress.
- Student learns to add, delete, and format text on slides.
- Student learns to add pictures to a presentation and modify them.
- Student learns to add backgrounds to a presentation.

## Lines, Lists, and Structure
- Student learns to add lines and arrows to a presentation and modify them.
- Student learns to add shapes to a presentation and modify them.
- Student learns to format text into bulleted or numbered lists.
- Student learns to insert new and duplicate slides.
- Student learns to copy elements of one slide and paste them onto another.
- Student continues to consider basic elements of design, including narrative structure.

## Effects and Views
- Student learns to add animation effects to text, pictures, and other objects.
- Student learns to add sound effects in conjunction with animation effects.
- Student learns to add transition effects.
- Student learns to set animation order and timing.
- Student learns the uses of different presentation views.
- Student is introduced to the concept of layers and object grouping.

## Hyperlinks
- Student learns the difference between linear and non-linear presentations.
- Student learns to identify and change the focus of a slide.
- Student learns to create hyperlinks within a single presentation.
- Student continues to consider basic elements of design.

## Presentation Software Unit Quiz
- Student demonstrates the ability to combine multiple design elements.
- Student demonstrates the knowledge of how hyperlinks can enhance a presentation and how to apply them.
- Student demonstrates the knowledge of how to select and apply slide elements and slides to create an effective presentation for a specific audience.
## Web Browsing

### Browsing Basics
- Student learns characteristics of web pages and websites.
- Student learns what a URL is and how to use it to navigate to a web page.
- Student learns what a browser is and how it functions.
- Student learns the difference between the Internet and the World Wide Web.
- Student learns to print a web page.
- Student learns what a home page is and understands the difference between a home page of a browser and the home page of a website.
- Student learns to use browser dialog boxes to download files and software from the World Wide Web.
- Student learns to identify links and use them to navigate through web pages.

### URLs
- Student learns how a browser communicates with a server.
- Student learns how HTML works with a browser to display web pages.
- Student learns to identify the components of a URL.
- Student learns to identify source and purpose of web information by looking at the URL.
- Student learns to troubleshoot basic web page error messages.
- Student learns to use bookmarks to save links and to return to them later.

### Web Searches
- Student learns that a database can be used to store, sort, and organize information.
- Student learns to use search engines on web pages and websites to perform site and web searches.
- Student learns to determine keywords when defining a search.
- Student learns to narrow a search by using keyword, phrase, multi-item, and truncation search strategies.
- Student learns to determine the success of a search strategy by determining the relevancy of the returned results.
- Student learns to navigate and access search results to find specific information.

### Validity and Sourcing
- Student learns to use a username and password to log in to a site with restricted access.
- Student learns to consider privacy issues, especially when personal information is requested by a web page or site.
- Student learns to use critical thinking skills to determine the validity of information found online.
- Student learns to look for indicators such as site purpose, author credentials, date of publication, and design to determine the validity of online information.
- Student learns about fair-use and copyright laws and learns to cite web content.

### Web Browsing Unit Quiz
- Student demonstrates the ability to use common browser software features.
- Student demonstrates the ability to use keywords for Internet searches.
- Student demonstrates a knowledge of intellectual property rights on the Internet.
- Student demonstrates an awareness of the need to interpret and assess information on the Internet critically.

<table>
<thead>
<tr>
<th>Multimedia and Databases</th>
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<tbody>
<tr>
<td><strong>Graphics</strong></td>
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<tr>
<td>- Student learns the difference between vector and bitmap graphics.</td>
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<tr>
<td>- Student learns about layers and how to use them in working with graphics.</td>
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<tr>
<td>- Student learns about file size in working with bitmap and vector graphics.</td>
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<td>- Student learns about image quality in working with graphics.</td>
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<td>- Student learns to import images from a scanner.</td>
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<td>- Student learns to use various shape creation tools in graphics programs.</td>
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<tr>
<td>- Student learns the difference between stroke and fill colors and learns to change both.</td>
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<td>- Student learns to use various tools to manipulate images.</td>
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<td>- Student learns to save graphics in various file formats.</td>
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<thead>
<tr>
<th><strong>Desktop Publishing</strong></th>
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<tbody>
<tr>
<td>- Student learns to use multiple software applications in the creation of documents with graphics.</td>
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<tr>
<td>- Student learns to use multiple software applications in the creation of documents with tables, charts, and graphs.</td>
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<tr>
<td>- Student learns to create multi-column documents with various text-wrapped frame formats.</td>
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<tr>
<td>- Student learns to perform basic page layout functions to create items for a defined audience.</td>
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<tr>
<td>- Student learns to design page layout based on the delivery method.</td>
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<tr>
<td>- Student demonstrates the appropriate use of font, styles, sizes, graphics, and page design to effectively communicate.</td>
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<tr>
<td>- Student learns to plan documents using readable fonts, alignment, and page setup.</td>
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<tr>
<td>- Student reviews opening software and creating, modifying, printing, and saving files.</td>
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<thead>
<tr>
<th><strong>Audio/Video</strong></th>
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<tbody>
<tr>
<td>- Student learns to identify, create, and use audio and video files.</td>
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<tr>
<td>- Student learns to publish video for monitor display.</td>
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<tr>
<td>- Student creates projects containing audio and video.</td>
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<tr>
<td>- Student learns to design and create multimedia presentations for a defined audience.</td>
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<tr>
<td>- Student learns to capture digital audio and video from a digital recording device.</td>
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<tr>
<td>- Student learns to manipulate audio information taken from a digital recording device.</td>
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<tr>
<th><strong>Databases</strong></th>
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<tbody>
<tr>
<td>- Student learns to plan and create a single table database.</td>
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<td>- Student learns to define fields and their types in a database.</td>
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<td>- Student learns to add new records and enter data into records in a database.</td>
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<tr>
<td>- Student learns to edit data, fields, and field properties.</td>
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<tr>
<td>- Student learns to filter and sort database records to organize and find information.</td>
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<td>- Student uses Boolean logic to filter database records.</td>
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<tr>
<td>- Student learns to create reports from a database in various formats.</td>
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<tr>
<td>- Student learns to consider page orientation and layout in creating reports with a database.</td>
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<tr>
<td>- Student learns to perform a mail merge in a word processor with a database file.</td>
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</tbody>
</table>
### Multimedia and Databases Unit Quiz
- Student demonstrates the ability to use a scanner and scanner software.
- Student demonstrates the ability to save and store graphics in the appropriate format.
- Student demonstrates the ability to create style templates for desktop publishing software.
- Student demonstrates an understanding of the function of master pages in desktop publishing software.
- Student demonstrates an understanding of the planning process and need for planning in project development.
- Student demonstrates the ability to use audiovisual software.
- Student demonstrates the ability to sort and filter database records.
- Student demonstrates the ability to use database software in conjunction with word processing software to generate mass mailings.

### Communicating Online

#### Instant Messaging
- Student demonstrates a sound understanding of the nature and operation of instant messaging systems.
- Student becomes proficient in the use of instant messaging.
- Student practices responsible use of instant messaging systems, information, and software.
- Student uses instant messaging to enhance learning, increase productivity, and promote creativity.
- Student uses instant messaging to help solve problems and make informed decisions.
- Student learns about Internet safety.
- Student learns to only IM people that they know.
- Student learns to never IM personal information.
- Student learns to ignore and reject unexpected links, files, and invitations, to only click if they know who sent it and why.
- Student learns to never meet someone offline if they only know them online.
- Student learns to use netiquette, use punctuation marks and emoticons to communicate emotion, to never type in all caps.
- Student learns to think before they type, to never type anything they wouldn't say in person.
- Student learns to how to create a strong password.
- Student learns to only add people they know to their IM contact list.

#### Cyber Bullying
- Student learns what cyber bullying is and becomes familiar with different forms it can take.
- Student learns that a cyber bully is someone that repeatedly uses technology to hurt another person, individually or as part of a group.
- Student learns that some ways that cyber bullies may hurt another person is by harassing them, impersonating them, intimidating them, isolating them, stalking, creating or helping to spread false rumors, extortion, name calling and flaming, tricking or terrorizing them.
- Student learns that some types of technology that are used by cyber bullies are social networking sites, text messages, camera phones, instant messages, email, malicious Websites, chat rooms, blogs, and phones.
- Student learns that cyber bullying is taken very seriously by law enforcement and schools.
• Student learns what they should do to make it harder for someone to cyber bully them.
• Student learns to create strong passwords with letters and numbers and change them often.
• Student learns to only share passwords with a responsible adult.
• Student learns to keep their page, personal information and blog private.
• Student learns to block cyber bullies.
• Student learns that treating others well online will make them less of a target for cyber bullies.
• Student learns what they should and should not do when cyber bullied.
• Student learns that they should tell their parent or guardian and their school that they are being cyber bullied.
• Student learns that they must never reply to a cyber bully attack, replying could make the attacks much worse, could make it difficult to prove who started the attacks, and that cyber bullies feed off of the reactions of their victims.
• Student learns that they should always save and print all evidence of being cyber bullied and print it, and never delete the evidence before saving it or printing it and showing it to an adult.
• Student learns that if it an attack is posted in a comment they should print it, tell their parent or guardian, and flag it to make sure the site provider knows what the poster is doing.
• Student learns to report imposter profiles to a social networking site or gaming site.
• Student learns why it is important to act when they know someone else is being cyber bullied and what they have a responsibility to do.
• Student learns to tell the school if they know of another student being cyber bullied.
• Student learns to never participate in cyber bullying.
• Student learns to tell friends to stop cyber bullying if safe to do so, if they don’t feel safe they should let an adult know, is better to do so privately instead of in front of a group.
• Student learns ways to support targeted students, send private positive messages to befriend a student that is being targeted.
• Student learns about the harmful effects that cyber bullying can cause.

Blogs
• Student demonstrates a sound understanding of the nature and operation of Web logs, or blogs.
• Student becomes proficient in the use blogs.
• Student understands the ethical, cultural, and societal issues related to blogs.
• Student practices responsible use of blog information and software.
• Student develops positive attitudes toward blogging that support lifelong learning, collaboration, personal pursuits, and productivity.
• Student uses blogging tools to enhance learning, increase productivity, and promote creativity.
• Student uses a blog to communicate information and ideas effectively to multiple audiences.
• Student learns to use blog security settings.
• Student understands that they must think before they post, that anything they post online can be copied and be placed in other places on the Internet and remain public permanently, even after they delete their post.

Mapping
• Student demonstrates a sound understanding of the nature and operation of mapping
Students are proficient in the use of mapping technology.
- Student develops positive attitudes toward using mapping technology to support lifelong learning, collaboration, personal pursuits, and productivity.
- Student uses mapping technology to enhance learning, increase productivity, and promote creativity.
- Student uses mapping technology to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- Student uses mapping technology to solving problems in the real world.
- Student evaluates mapping technology and selects appropriate tools for specific tasks.

**Podcasts**

- Student demonstrates a sound understanding of the nature and operation of podcast systems.
- Student becomes proficient in the use of podcasts.
- Student practices responsible use of podcast systems, information, and software.
- Student develops positive attitudes toward podcasting that support lifelong learning, collaboration, personal pursuits, and productivity.
- Student uses podcasts to produce other creative works.
- Student uses podcasting to communicate information and ideas effectively to an audience.

**Community Sites**

- Student understands the ethical, cultural, and societal issues related to technology.
- Student practices responsible use of technology systems, information, and software.
- Student develops positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- Student uses technology tools to enhance learning, increase productivity, and promote creativity.
- Student uses productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- Student understands, manages, and creates effective oral, written, and multimedia communication in a variety of forms and contexts.
- Student analyzes, accesses, manages, integrates, evaluates, and creates information in a variety of forms and media.
- Student demonstrates ethical behavior.
- Student produces visual images, messages, and meanings that communicate with others.
- Student understands what personal information they should never enter on a community Website.
- Student understands that information posted on community Websites is visible to the public.

**Communicating Online Unit Quiz**

- Student understands what cyber bullying is and how to respond.
- Student understands issues of copyright as it pertains to online content.
- Student understands the components of and how to create a podcast.
- Student understands the basic steps in the production process as applied to the creation of online content.
- Student understands safe practices when communicating online.
- Student understands and can use basic online mapping functions.
- Student understands what a blog is and how is it used for communicating online.
- Student knows how to use instant messaging software for online communication.
# Spreadsheet Software

## Parts and Navigation
- Student learns that a spreadsheet is used to organize data.
- Student learns to identify and name the components of a spreadsheet.
- Student can differentiate between a row and a column.
- Student can differentiate between a cell and the row/column in which it is contained.
- Student learns to enter data in individual cells.
- Student learns to navigate through a spreadsheet.
- Student learns to select groups of cells and entire rows and columns.
- Student learns to insert, size, and delete rows and columns.

## Basic Formatting
- Student learns to place titles on tables and individual rows and columns.
- Student learns to format cell data as currency.
- Student learns to add borders and shading to a cell or group of cells.
- Student learns to perform cell justification and merges.
- Student learns to enter data in individual cells.
- Student learns to use the alphabetical and numerical sort functions.
- Student learns to use the summation function.

## Charts and Graphs
- Student is introduced to templates.
- Student learns to use a spreadsheet template to create a pie chart, bar graph, and line graph.
- Student practices reading and interpreting data on a pie chart, bar graph, and line graph.
- Student learns to label pie charts, bar graphs, and line graphs, made from a spreadsheet.
- Student learns to label the axes on bar and line graphs.
- Student learns to modify data and update pre-created graphs in a spreadsheet.
- Student learns to graph two sets of data simultaneously.

## Formulas
- Student can identify cells by their location name (A1, H67, etc.).
- Student gains additional experience using the summation command.
- Student learns the correlation between what is typed into a cell and what appears on the screen.
- Student learns to enter formulas in cells.
- Student learns to enter cell names in a formula to perform mathematical calculations.
- Student learns the advantages of using cell names in formulas rather than the values in the cells.
- Student is introduced to the concept that copying and pasting formulas in a spreadsheet is relative and not exact.
- Student learns to use absolute reference when copying and pasting formulas.

## Functions, Copy, and Paste
- Student learns that copying and pasting formulas in a spreadsheet is relative and not exact.
- Student begins to understand the advantages of the relative copy and paste of a spreadsheet.
- Student learns to use functions in a spreadsheet.
- Student learns to specify cell ranges in functions in a spreadsheet.
- Student gains additional experience using numerical formulas in a spreadsheet.
- Student is introduced to the functions for mathematical mean, minimum, and maximum.

**Layout**
- Student learns to alter the page orientation and margins of a spreadsheet.
- Student learns to place page numbers and a header/footer in a spreadsheet.
- Student learns to print a spreadsheet with gridlines.
- Student learns to use functions in a spreadsheet.
- Student learns to wrap text in cells.
- Student learns to navigate a spreadsheet document using scroll bars.
- Student learns to lock table, column, and row titles.
- Student gains additional experience sizing columns.

**Spreadsheet Software Unit Quiz**
- Student demonstrates the ability to format cells and pages.
- Student demonstrates the ability to sort data.
- Student demonstrates the ability to use the auto sum tool.
- Student demonstrates the ability to interpret data in charts and graphs.
- Student demonstrates the ability to use operators in formulas.
- Student demonstrates knowledge of the difference between absolute and relative cell address references and how to use each in formulas.

## Basic HTML

### HTML and Body Tags
- Student learns that web pages are made up of a series of text and tags called HTML.
- Student learns to open and close HTML tags.
- Student begins to correlate what tags are used in an HTML document and what appears when the file is opened in a browser.
- Student learns to begin and end an HTML file with HTML and BODY tags.
- Student learns how to nest tags.
- Student learns to open, save and close a new text file to create a web page.
- Student learns to open an HTML file in a browser.

### Tag Basics
- Student learns to use the **bold**, **underline**, and **italic** tags to format text on a web page.
- Student continues to correlate what tags are used in an HTML document and what appears when the file is opened in a browser.
- Student continues to learn that most tags must be both opened and closed.

### Attributes
- Student learns to distinguish tags and their attributes.
- Student learns to use the **paragraph** (or **P**) tag to break text into block paragraphs.
- Student learns to use the **ALIGN** attribute with the **paragraph tag** to change the horizontal alignment of text.
- Student continues to correlate what tags are used in an HTML document and what appears when the file is opened in a browser.
- Student continues to learn that most tags must be both opened and closed.
- Student learns to add the **BGCOLOR attribute** to the **BODY tag** to change the background color.

### Font Color and Size
- Student continues to distinguish tags and their attributes.
- Student learns to use the **COLOR** and **SIZE attributes** with the **FONT tag** to change the size and color of text on a web page.
- Student learns to use the **TEXT attribute with the BODY** to change the color of the text.
on the entire web page.

- Student continues to correlate what tags are used in an HTML document and what appears when the file is opened in a browser.
- Student continues to learn that most tags must be both opened and closed.

### Image Tags

- Student learns to use image tags to add images to a web page.
- Student learns to save images in an images folder to organize their images.
- Student learns that GIF is a common image file type.

### Anchor Tags

- Student continues to distinguish tags and their attributes.
- Student continues to correlate what tags are used in an HTML document and what appears when the file is opened in a browser.
- Student continues to learn that most tags must be both opened and closed.
- Student learns to use anchor tags to create links to other web pages.
- Student learns to use tags to create links to different spots on the same web page.

### Basic HTML Unit Quiz

- Student demonstrates of programs that create and display websites.
- Student demonstrates the ability to control the appearance of font in an html document by using tags for bold, italics, underlining, size, and color.
- Student demonstrates knowledge of the concept of nesting tags and identifies properly nested html code.
- Student demonstrates the ability to add attributes to tags.
- Student understands the purpose of tags and the difference between the application of tags with similar functions.
- Student demonstrates the ability to refer to a graphics in an html document.
- Student demonstrates the ability to create internal and external hyperlinks in html.
- Student demonstrates the ability to refer to a graphics in an html document.
- Student demonstrates the ability to create internal and external hyperlinks in html.

### Cyber Bullying

- Student learns what cyber bullying is and becomes familiar with different forms it can take.
- Student learns that a cyber-bully is someone that repeatedly uses technology to hurt another person, individually or as part of a group.
- Student learns that some ways that cyber bullies may hurt another person is by harassing them, impersonating them, intimidating them, isolating them, stalking, creating or helping to spread false rumors, extortion, name calling and flaming, tricking or terrorizing them.
- Student learns that some types of technology that are used by cyber bullies are social networking sites, text messages, camera phones, instant messages, email, malicious Websites, chat rooms, blogs, and phones.
- Student learns that cyber bullying is taken very seriously by law enforcement and schools.
- Student learns what they should do to make it harder for someone to cyber bully them.
- Student learns to create strong passwords with letters and numbers and change them often.
- Student learns to only share passwords with a responsible adult.
- Student learns to keep their page, personal information and blog private.
- Student learns to block cyber bullies.
<table>
<thead>
<tr>
<th>Student learns that treating others well online will make them less of a target for cyber bullies.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Student learns what they should and should not do when cyber bullied.</td>
</tr>
<tr>
<td>Student learns that they should tell their parent or guardian and their school that they are being cyber bullied.</td>
</tr>
<tr>
<td>Student learns that they must never reply to a cyber-bully attack, replying could make the attacks much worse, could make it difficult to prove who started the attacks, and that cyber bullies feed off of the reactions of their victims.</td>
</tr>
<tr>
<td>Student learns that they should always save and print all evidence of being cyber bullied and print it, and never delete the evidence before saving it or printing it and showing it to an adult.</td>
</tr>
<tr>
<td>Student learns that if it an attack is posted in a comment they should print it, tell their parent or guardian, and flag it to make sure the site provider knows what the poster is doing.</td>
</tr>
<tr>
<td>Student learns to report imposter profiles to a social networking site or gaming site.</td>
</tr>
<tr>
<td>Student learns why it is important to act when they know someone else is being cyber bullied and what they have a responsibility to do.</td>
</tr>
<tr>
<td>Student learns to tell the school if they know of another student being cyber bullied.</td>
</tr>
<tr>
<td>Student learns to never participate in cyber bullying.</td>
</tr>
<tr>
<td>Student learns to tell friends to stop cyber bullying if safe to do so, if they don’t feel safe they should let an adult know, is better to do so privately instead of in front of a group.</td>
</tr>
<tr>
<td>Student learns ways to support targeted students, send private positive messages to befriend a student that is being targeted.</td>
</tr>
<tr>
<td>Student learns about the harmful effects that cyber bullying can cause.</td>
</tr>
</tbody>
</table>