

**Technology Applications Prekindergarten – Grade 5
Vertical Alignment Matrix**

| Strand | Prekindergarten | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|------------------------------|--|--|---|--|---|---|---|
| Strand 1: Foundations | The student demonstrates knowledge and appropriate use of hardware components, software programs, and their connections. | | | | | | |
| | Tech.PK.1A Use technology terminology appropriate to the task such as mouse, keyboard, printer, monitor, and CD-ROM drive. | ⓅTech.K.1A Use technology terminology appropriate to the task such as mouse, keyboard, printer, monitor, CD-ROM drive, point, click, click-and-drag, enter, and backspace. | ⓅTech.1.1A Use technology terminology appropriate to the task such as mouse, keyboard, printer, monitor, CD-ROM drive, point, click, click-and-drag, double-click, menu bar, toolbar, space bar, enter, backspace, and shift. | Tech.2.1A Use technology terminology appropriate to the task such as mouse, keyboard, printer, monitor, CD-ROM drive, point, click, click-and-drag, double-click, menu bar, toolbar, space bar, enter, backspace, shift, save, file, and folder. | Tech.3.1A Use technology terminology appropriate to the task such as menu bar, toolbar, space bar, enter, backspace, shift, save, file, folder, icon, open, exit, window, scrollbar, CPU, hard drive, search engine, network, online, and Internet. | Tech.4.1A Use technology terminology appropriate to the task such as menu bar, toolbar, space bar, enter, backspace, shift, save, file, folder, icon, open, exit, window, scrollbar, CPU, hard drive, search engine, network, online, Internet, scanner, and digital camera. | Tech.5.1A Use technology terminology appropriate to the task such as menu bar, toolbar, space bar, enter, backspace, shift, save, file, folder, icon, open, exit, window, scrollbar, CPU, hard drive, search engine, network, online, Internet, scanner, and digital camera. |
| | Tech.PK.1B Use the mouse to start, use, and exit software programs. Follow basic oral or pictorial cues for operating programs successfully. | ⓅTech.K.1B Use the mouse to start, exit, and navigate software programs. | ⓅTech.1.1B Use the mouse to start, exit, and navigate software programs. Create, name, and save files to the desktop. | Tech.2.1B Use the mouse to start, navigate, and exit programs. Create, name, and save files to a designated folder or drive. | Tech.3.1B Save files to designated local and network folders and drives. Understand how files are organized on the local computer and network drives. Use menu options and commands such as file, edit, and insert. | ⓅTech.4.1B Save, delete, and organize files using "Save As" to a variety of locations such as files, folders, desktop, hard drive, and network drives. Use menu options and commands such as file, edit, insert, and format and work with more than one software program at the same time such as a drawing program (MS Paint) and a word processing program. | ⓅTech.5.1B Save, delete, and organize files using "Save As" to a variety of locations such as files, folders, desktop, hard drive, network drives, flash drives, and CDs. Use menu options and commands such as file, edit, insert, and format and work with more than one software program at the same time such as a drawing program (MS Paint) and a presentation program (PowerPoint or Keynote). |
| | | Tech.K.1C Use networking terminology such as username, password, and login. | Tech.1.1C Use networking terminology such as username, password, and login and be able to print to a network printer. | ⓅTech.2.1C Use networking terminology such as online, username, password, and login. Print to a network printer. Login to the school network, web subscriptions, and network programs. | Tech.3.1C Identify and describe the characteristics of digital input, processing, and output, considering devices such as mouse, keyboard, monitor, printer, CD-ROM drive, headphones, and microphones. | Tech.4.1C Identify and describe the characteristics of digital input, processing, and output, considering devices such as mouse, keyboard, monitor, printer, CD-ROM drive, headphones, microphones, processor, system board, RAM, LCD/DLP data projector, digital camera, scanner, touch screen, PDA, and digital microscope. | Tech.5.1C Identify and describe the characteristics of digital input, processing, and output, considering devices such as mouse, keyboard, monitor, printer, CD-ROM drive, headphones, microphones, processor, system board, RAM, LCD/DLP data projector, digital camera, scanner, touch screen, PDA, and digital microscope. |



What is it we want all students to learn?

Ⓟ Denotes Power Objectives – Power objectives are HISD objectives that have been identified as having the criteria of endurance, leverage, and readiness.

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| Strand 1: Foundations | | | | | Tech.3.1D Recognize and describe the differences in file formats such as 3-letter extensions to file names (.wks, .doc, .ppt) and compatibility issues among platforms such as Mac and Windows. | Tech.4.1D Recognize and describe the differences in file formats and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats (.wks, .doc, .ppt, .gif, .jpg) and cross platform connectivity such as Mac and Windows. | Tech.5.1D Delineate and make necessary adjustments regarding compatibility issues including, but not limited to, digital file formats (.wks .doc, .ppt, .gif, .jpg, .htm) and cross platform connectivity such as Mac and Windows. | |
| | | | | | ⓅTech.3.1E Use networking terminology such as online, username, password, and login. Print to a network printer. Login to the school network, web subscriptions, and network programs. Save to a network drive. Recognize a drawing of a simple network. | Tech.4.1E Use networking terminology such as online, username, password, and login. Print to a network printer. Login to the school network, web subscriptions, and network programs. Save to a network drive. Be able to draw and label a simple network. | Tech.5.1E Use networking terminology such as online, username, password, and login. Print to a network printer. Login to the school network, web subscriptions, and network programs. Save to a network drive. Be able to draw and explain a simple network. | |
| | The student uses data input skills appropriate to the task. | | | | | | | |
| | Tech.PK.2A Use a variety of input devices such as a mouse, keyboard, voice/sound recorder, or touch screen. | Tech.K.2A Use a variety of input devices such as a mouse, keyboard, disk drive, voice/sound recorder, CD-ROM drive, or touch screen. | Tech.1.2A Use a variety of input devices such as a mouse, keyboard, disk drive, voice/sound recorder, CD-ROM drive, touch screen, or scanner. | Tech.2.2A Use a variety of input devices such as a mouse, keyboard, disk drive, voice/sound recorder, CD-ROM drive, touch screen, or scanner. | ⓅTech.3.2A Use a variety of input devices such as a mouse, keyboard, disk drive, voice/sound recorder, CD-ROM drive, touch screen, scanner, or digital camera. | Tech.4.2A Use a variety of input devices such as a mouse, keyboard, disk drive, voice/sound recorder, CD-ROM drive, touch screen, scanner, digital camera, or handheld multimedia device. | ⓅTech.5.2A Use a variety of input devices such as a mouse, keyboard, disk drive, voice/sound recorder, CD-ROM drive, touch screen, scanner, digital camera, handheld multimedia device, or temperature probe. | |
| | | Tech.K.2B Use proper keyboarding posture and locate target keys such as letters, numbers, backspace, and enter. Be able to enter text without the letter or number repeating. | ⓅTech.1.2B Use proper keyboarding posture and correct hand and body position. Be able to locate and use target keys such as letters, numbers, backspace, enter, space bar, period, and shift. Be able to turn the caps lock key on and off. | ⓅTech.2.2B Use proper keyboarding techniques such as correct hand and body position and smooth, rhythmic keystroke patterns for home row and upper row keys. Demonstrate proper fingering and keystrokes for home row keys, upper row keys, and shift keys. | Tech.3.2B Continue to practice proper keyboarding posture, using correct hand and body position and smooth, rhythmic keystroke patterns. Practice keying short words. Be able to enter words using home row, upper row, and lower row by touch. | Tech.4.2B Continue to practice proper keyboarding posture, using correct hand and body position and smooth, rhythmic keystroke patterns. Practice keying sentences. Be able to enter sentences using home row, upper row, and lower row by touch. | Tech.5.2B Continue to practice proper keyboarding posture, using correct hand and body position and smooth, rhythmic keystroke patterns. Practice keying paragraphs. Be able to enter paragraphs using home row, upper row, and lower row by touch. | |



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| Strand 1: Foundations | | Tech.K.2C Demonstrate touch keyboarding techniques by locating the “f” key with the left index finger and locating the “j” key with the right index finger. | Tech.1.2C Demonstrate touch keyboarding techniques by using the left hand on the left side of the keyboard and the right hand on the right side of the keyboard. | Tech.2.2C Demonstrate touch keyboarding techniques using home row keys, upper row keys, number keys, and target keys such as space bar, shift key, enter key, caps lock key, and backspace key. | ⓅTech.3.2C Demonstrate touch keyboarding techniques using home row keys, upper row keys, lower row keys, number keys, and target keys. Continue to demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys with increasing proficiency. | Tech.4.2C Continue to demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys with increasing proficiency. | Tech.5.2C Continue to demonstrate touch keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys with increasing proficiency. |
| | | Tech.K.2D Produce simple documents at the keyboard. | Tech.1.2D Produce simple documents at the keyboard. Use backspace to correct errors. | Tech.2.2D Produce documents at the keyboard, proofread, and correct errors. Change the cursor location using the mouse or arrow keys when editing. | ⓅTech.3.2D Produce documents at the keyboard, proofread, and correct errors. Use spell-check as a tool to correct errors. | ⓅTech.4.2D Produce documents at the keyboard, proofread, and correct errors. Use spell-check and “edit-undo” as tools to correct errors. | Tech.5.2D Produce documents at the keyboard, proofread, and correct errors. Use spell-check and “edit-undo” as tools to correct errors. Highlight text to copy, cut, paste, move, or delete. |
| | | Tech.K.2E Use grade-level appropriate language skills including capitalization, punctuation, spelling, and use of spacing. | Tech.1.2E Use grade-level appropriate language skills including capitalization using the shift key, ending punctuation, spelling, and use of spacing. | Tech.2.2E Use grade-level appropriate language skills including capitalization using the shift key, punctuation, spelling, word division, symbols, and use of spacing. | Tech.3.2E Use grade-level appropriate language skills including capitalization, punctuation, spelling, word division, use of numbers and symbols, and use of spacing. | Tech.4.2E Use grade-level appropriate language skills including capitalization, punctuation, spelling, word division, use of numbers and symbols, and use of spacing. | Tech.5.2E Use grade-level appropriate language skills including capitalization, punctuation, spelling, word division, use of numbers and symbols, and use of spacing. |
| | | | | | Tech.3.2F Use Internet or software programs to practice touch keyboarding with correct posture and keystrokes, with the goal of attaining a minimum speed of 10 wpm with 80% accuracy on short timed exercises, depending on hours of instruction. | ⓅTech.4.2F Use Internet or software programs to practice touch keyboarding with correct posture and keystrokes, with the goal of attaining a minimum speed of 15 wpm with 85% accuracy on short timed exercises, depending on hours of instruction. | ⓅTech.5.2F Use Internet or software programs to practice touch keyboarding with correct posture and keystrokes, with the goal of attaining a minimum speed of 20 wpm with 90% accuracy on short timed exercises, depending on hours of instruction. |



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| Strand 1: Foundations | The student complies with the laws and examines the issues regarding the use of technology in society. | | | | | | |
| | Tech.PK.3A Follow acceptable use policies when using computers. Demonstrate proper use and care of the computer and its parts. Share resources and respect the needs and rights of others. | ⓅTech.K.3A Follow acceptable use policies when using computers. Demonstrate proper use and care of the computer and its parts. Share resources and respect the needs and rights of others. | Tech.1.3A Follow acceptable use policies when using computers. Demonstrate proper use and care of the computer and its parts. Share resources and respect the needs and rights of others. Stay on assigned websites and avoid advertising links. | ⓅTech.2.3A Follow acceptable use policies when using computers. Demonstrate proper use and care of the computer and its parts. Share resources and respect the needs and rights of others. Stay on assigned websites and avoid advertising links. Know the Internet safety rules and understand the educational purpose of the Internet at school. | Tech.3.3A Follow acceptable use policies when using computers, especially regarding computer care, sharing resources, and respecting the needs and rights of others. Stay on assigned websites/topics and avoid advertising links. Know the Internet safety rules and understand the educational purpose of the Internet at school. | Tech.4.3A Follow acceptable use policies when using computers, especially regarding computer care, sharing resources, and respecting the needs and rights of others. Stay on assigned websites/topics and avoid advertising links. Know the Internet safety rules and understand the educational purpose of the Internet at school. | Tech.5.3A Follow acceptable use policies when using computers, especially regarding computer care, sharing resources, and respecting the needs and rights of others. Stay on assigned websites/topics and avoid advertising links. Know the Internet safety rules and understand the educational purpose of the Internet at school. |
| | | Tech.K.3B Respect the electronic work of other individuals. Do not delete, erase, or copy someone's work. | Tech.1.3B Respect the electronic work of other individuals. Do not delete, erase, copy, or access someone's work. | Tech.2.3B Explain the need for copyright laws and tell what it means to respect the electronic work of other individuals. | Tech.3.3B Model respect of intellectual property by following copyright laws, adhering to the guidelines for downloading, and respecting the electronic work of other individuals. | ⓅTech.4.3B Model respect of intellectual property by following copyright laws, adhering to the guidelines for downloading, and respecting the electronic work of other individuals. | ⓅTech.5.3B Model respect of intellectual property by following copyright laws, adhering to the guidelines for downloading, and respecting the electronic work of other individuals. |
| Strand 2: Information Acquisition | The student uses a variety of strategies to acquire information from electronic resources, with appropriate supervision. | | | | | | |
| | | Tech.K.4A Apply keyword searches to acquire information in a whole class setting by searching a library database. | ⓅTech.1.4A Apply keyword searches to acquire information in a whole class setting by searching a library database. | ⓅTech.2.4A Apply keyword searches to acquire information in a whole class setting by searching a library database or searching on the Internet. | ⓅTech.3.4A Apply appropriate electronic search strategies in the acquisition of information using keywords. Observe teacher modeling Boolean search strategies, using NOT, AND, and OR. Appropriate strategies include using "Search" to find files and folders on the local drive and using "Find" to find a word in a document. | Tech.4.4A Apply appropriate electronic search strategies in the acquisition of information using keywords and Boolean search strategies, using NOT, AND, and OR. Appropriate strategies include using "Search" to find files and folders on the local drive and using "Find" to find a word in a document. | Tech.5.4A Apply appropriate electronic search strategies in the acquisition of information using keywords and Boolean search strategies, using NOT, AND, OR, -, and +. Appropriate strategies include using "Search" to find files and folders on the local drive and using "Find" to find a word in a document. |



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| Strand 2: Information Acquisition | | ⓅTech.K.4B Select appropriate strategies to navigate and access information for research and resource sharing by clicking on teacher-created shortcuts that point to a network folder containing age-appropriate files. | Tech.1.4B Select appropriate strategies to navigate and access information for research and resource sharing by clicking on teacher-created shortcuts that point to a network folder containing age-appropriate files. | ⓅTech.2.4B Select appropriate strategies to navigate a website and access information for research and resource sharing by scrolling and using toolbar buttons such as forward, back, home, stop, and print or by clicking on teacher-created shortcuts that point to a network folder containing age-appropriate files. | Tech.3.4B Select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing by scrolling and using toolbar buttons such as forward, back, home, stop, and print or by accessing websites by typing the URL. | Tech.4.4B Select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing by scrolling and using toolbar buttons such as forward, back, home, stop, and print or by accessing previously viewed websites using the address bar. | ⓅTech.5.4B Select appropriate strategies to navigate and access information on local area networks (LANs) and wide area networks (WANs), including the Internet and intranet, for research and resource sharing by scrolling and using toolbar buttons such as forward, back, home, stop, and print or by accessing previously viewed websites using favorites. | |
| | The student acquires electronic information in a variety of formats, with appropriate supervision. | | | | | | | |
| | | Tech.PK.5A Listen to and interact with storybooks and information texts in electronic forms such as a multimedia encyclopedia. | ⓅTech.K.5A Use a variety of software programs to acquire information that includes audio, video, and graphics. | ⓅTech.1.5A Use a variety of software programs and network resources to acquire information that includes text, audio, video, and graphics. | Tech.2.5A Use a variety of software programs, network resources, and Internet resources to acquire information that includes text, audio, video, and graphics. | Tech.3.5A Use a variety of instructional media tools, network resources, and Internet resources to acquire information that includes text, audio, video, and graphics. Examples include, but are not limited to, viewing images and videos online. | ⓅTech.4.5A Use a variety of instructional media tools, network resources, and Internet resources to acquire information that includes text, audio, video, and graphics. Examples include, but are not limited to, downloading images and videos. | Tech.5.5A Use a variety of instructional media tools, network resources, and Internet resources to acquire information that includes text, audio, video, and graphics. Examples include, but are not limited to, listening to or viewing a pod/vodcast. |
| | | Tech.K.5B Use online help by clicking the help icon in software programs that have audio response such as KidPix and JumpStart. | Tech.1.5B Use online help by clicking the help icon in software programs that have audio response such as KidPix and JumpStart. | Tech.2.5B Use online help by clicking the help button in software programs and reading the screen. | Tech.3.5B Use online help by accessing the help feature on the menu bar and performing a keyword search for the needed topic. | Tech.4.5B Use online help and documentation by accessing the help feature on the menu bar and performing a keyword search for the needed topic or by using online tutorials to acquire information and skills specific to the application. | Tech.5.5B Use online help and documentation by accessing the help feature on the menu bar and performing a keyword search for the needed topic or by using online tutorials to acquire information and skills specific to the application. | |



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| Strand 2: Information Acquisition | The student evaluates the acquired electronic information. | | | | | | |
| | | Tech.K.6A Determine the success of strategies used to acquire electronic information in class discussions by asking questions such as, "Did I find what I needed?" and "Was the information helpful?" | Tech.1.6A Determine the success of strategies used to acquire electronic information in small group discussions by asking questions such as, "Did I find what I needed?" and "Was the information helpful?" | Tech.2.6A Determine the success of strategies used to acquire electronic information individually or in pairs by asking questions such as, "Did I find what I needed?" and "Was the information helpful?" | ⓅTech.3.6A Apply critical analysis to resolve information conflicts such as discrepancies between sources. Identify the publisher (person or organization) and tell what information is provided. Validate information by asking questions such as, "Is the information accurate?" and "How do I know?" | ⓅTech.4.6A Apply critical analysis to resolve information conflicts such as discrepancies between sources. Identify the publisher (person or organization) and tell what information is provided. Identify when the web page was last updated, if possible. Validate information by asking questions such as, "Is the information accurate?" and "How do I know?" | Tech.5.6A Apply critical analysis to resolve information conflicts such as discrepancies between sources. Identify the publisher (person or organization) and tell what information is provided. Identify when the web page was last updated, if possible. Consider why I might use the web page as a credible source of information. Validate information by asking questions such as, "Is the information accurate?" and "How do I know?" |
| | | Tech.K.6B Determine the usefulness of digital information in class discussions by asking questions such as, "Was I able to understand and use the information?" and "Did the information help me complete my assignment?" | Tech.1.6B Determine the usefulness of digital information in small group discussions by asking questions such as, "Was I able to understand and use the information?" and "Did the information help me complete my assignment?" | Tech.2.6B Determine the usefulness of digital information individually or in pairs by asking questions such as, "Was I able to understand and use the information?" and "Did the information help me complete my assignment?" | Tech.3.6B Determine the success of strategies used to acquire electronic information by asking questions such as, "Did I find what I needed?", "Was the information helpful?", and "How do I know?" | Tech.4.6B Determine the success of strategies used to acquire electronic information by asking questions such as, "Did I find what I needed?", "Was the information helpful?", "How do I know?", and "How could I have been more successful?" | ⓅTech.5.6B Determine the success of strategies used to acquire electronic information by asking questions such as, "Did I find what I needed?", "Was the information helpful?", "How do I know?", and "How could I have been more successful?" |
| | | | | | Tech.3.6C Determine the usefulness and appropriateness of digital information by asking questions such as, "Does the information meet the goals of the task?" and "Is the information appropriate for 3rd Grade?" | Tech.4.6C Determine the usefulness and appropriateness of digital information by asking questions such as, "Does the information meet the goals of the task?" and "Is the information appropriate for 4th Grade?" | Tech.5.6C Determine the usefulness and appropriateness of digital information by asking questions such as, "Does the information meet the goals of the task?" and "Is the information appropriate for 5th Grade?" |
| Strand 3: Solving Problems | The student uses appropriate computer-based productivity tools to create and modify solutions to problems. | | | | | | |
| | Tech.PK.7A Use a variety of software programs with audio, video, and graphics to increase phonological awareness and enhance learning. | ⓅTech.K.7A Use software programs appropriate for Kindergarten with audio, video, and graphics to enhance learning experiences. | Tech.1.7A Use software programs appropriate for 1st Grade with audio, video, and graphics to enhance learning experiences. | Tech.2.7A Use software programs appropriate for 2nd Grade with audio, video, and graphics to enhance learning experiences. | Tech.3.7A Use software programs appropriate for 3rd Grade with audio, video, and graphics to enhance learning experiences. | Tech.4.7A Use software programs appropriate for 4th Grade with audio, video, and graphics to enhance learning experiences. | Tech.5.7A Use software programs appropriate for 5th Grade with audio, video, and graphics to enhance learning experiences. |



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| Strand 3: Solving Problems | | ⓅTech.K.7B Use appropriate Kindergarten software, including word processing (Word), drawing (MS Paint), and visual mapping (Kidspiration or Inspiration) programs, to express ideas and solve problems. | ⓅTech.1.7B Use appropriate 1st Grade software, including word processing (Word), drawing (MS Paint), and visual mapping (Kidspiration or Inspiration) programs, to express ideas and solve problems. | ⓅTech.2.7B Use appropriate 2nd Grade software, including word processing (Word), drawing (MS Paint), visual mapping (Kidspiration or Inspiration), and spreadsheet (Excel) programs, to express ideas and solve problems. | ⓅTech.3.7B Use appropriate 3rd Grade software, including word processing (Word), graphics (MS Picture Manager), drawing (MS Paint), visual mapping (Kidspiration or Inspiration), spreadsheets (Excel), presentation programs (PowerPoint or Keynote), simulations, and multimedia, to express ideas and solve problems. | ⓅTech.4.7B Use appropriate 4th Grade software, including word processing (Word), graphics (MS Picture Manager), drawing (MS Paint), visual mapping (Kidspiration or Inspiration), spreadsheets (Excel), presentation programs (PowerPoint or Keynote), simulations, and multimedia, to express ideas and solve problems. | Tech.5.7B Use appropriate 5th Grade software, including word processing (Word), graphics (MS Picture Manager), drawing (MS Paint), visual mapping (Kidspiration or Inspiration), spreadsheets (Excel), presentation programs (PowerPoint or Keynote), databases (Access), simulations, and multimedia, to express ideas and solve problems. | |
| | | | | | ⓅTech.3.7C Use a variety of data types including text, graphics, and recorded narration to create and modify solutions to problems. | Tech.4.7C Use a variety of data types including text, graphics, and digital audio to create and modify solutions to problems. | Tech.5.7C Use a variety of data types including text, graphics, digital audio, and digital video to create and modify solutions to problems. | |
| | The student uses research skills and electronic communication, with appropriate supervision, to create new knowledge. | | | | | | | |
| | | Tech.K.8A Use communication tools to participate in group projects such as sending class e-mail messages within the school environment. | Tech.1.8A Use communication tools to participate in group projects such as sending class e-mail messages within the school environment. | Tech.2.8A Use communication tools to participate in group projects such as sending class e-mail messages within the school environment or to state and local entities. | ⓅTech.3.8A Use communication tools to participate in group projects such as presenting oral reports using a presentation program, e-mailing, or publishing documents such as a newsletter. | ⓅTech.4.8A Use communication tools to participate in group projects such as presenting oral reports using a presentation program, e-mailing, or publishing documents such as newsletters, flyers, or brochures. | ⓅTech.5.8A Use communication tools to participate in group projects such as presenting oral reports using a presentation program, e-mailing, publishing documents such as newsletters, flyers, or brochures, or creating web pages. | |
| | | Tech.K.8B Participate in the use of electronic tools in a group setting and use research skills to build a knowledge base regarding a topic, task, or assignment. | ⓅTech.1.8B Participate in the use of electronic tools in a group setting and use research skills to build a knowledge base regarding a topic, task, or assignment. | ⓅTech.2.8B Use electronic tools and research skills to build a knowledge base regarding a topic, task, or assignment. Appropriate tools could include the HISD Online Resources and WebQuests. | Tech.3.8B Use interactive technology environments such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or online interactive lessons to manipulate information. | ⓅTech.4.8B Use interactive technology environments such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or online interactive lessons to manipulate information. | Tech.5.8B Use interactive technology environments such as simulations, electronic science or mathematics laboratories, virtual museum field trips, or online interactive lessons to manipulate information. | |



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| Strand 3: Solving Problems | | | | | Tech.3.8C Participate with electronic communities as a learner, initiator, contributor, or mentor such as participating in a writing exchange using a wiki or a blog. | Tech.4.8C Participate with electronic communities as a learner, initiator, contributor, or mentor such as participating in a science experiment exchange using a wiki or a blog. | ⓅTech.5.8C Participate with electronic communities as a learner, initiator, contributor, or mentor such as participating in a social studies cultural understanding exchange using a wiki or a blog. |
| | The student uses technology applications to facilitate evaluation of work, both process and product. | | | | | | |
| | | Tech.K.9A Use software features to evaluate work progress such as the progress bar in EasyTech. | Tech.1.9A Use software features to evaluate work progress such as the progress bar in EasyTech or spell-check. | Tech.2.9A Use software features to evaluate work progress such as the progress bar in EasyTech, spell-check, or grammar check. | Tech.3.9A Use software features to evaluate work progress such as the program wizard, the progress bar in EasyTech, scores for speed and accuracy in keyboarding, spell-check, or grammar check. | Tech.4.9A Use software features to evaluate work progress such as the program wizard, the progress bar in EasyTech, scores for speed and accuracy in keyboarding, spell-check, grammar check, or online checklists. | ⓅTech.5.9A Use software features to evaluate work progress such as the program wizard, the progress bar in EasyTech, scores for speed and accuracy in keyboarding, spell-check, grammar check, online checklists, online rubrics, or other online tracking features. |
| | | Tech.K.9B Use software features such as printing to evaluate final product. | Tech.1.9B Use software features such as printing to evaluate final product. | Tech.2.9B Use software features such as print preview or slide show preview to evaluate final product. | Tech.3.9B Use software features such as print preview, slide show preview, or sound playback to evaluate final product. | Tech.4.9B Use software features such as print preview, slide show preview, or sound playback to evaluate final product. | Tech.5.9B Use software features such as print preview, slide show preview, sound playback or video preview to evaluate final product. |
| Strand 4: Communication | The student formats digital information for appropriate and effective communication. | | | | | | |
| | | Tech.K.10A Use color and graphics in a document such as a digital illustration in MS Paint to ensure that products are appropriate for the defined audience by asking questions such as, "Is this document appropriate for my classmates, parents, or teachers?" | Tech.1.10A Use font attributes, color, and graphics in a document such as a digital illustration in MS Paint to ensure that products are appropriate for the defined audience by asking questions such as, "Is this document appropriate for my classmates, parents, or teachers?" | Tech.2.10A Use font attributes, color, white space, and graphics in a document such as a word processing document in MS Word to ensure that products are appropriate for the defined audience by asking questions such as, "Is this document appropriate for my classmates, parents, or teachers?" | ⓅTech.3.10A Use font attributes, color, white space, and graphics in a document such as a word processing document in Word or a spreadsheet in Excel to ensure that products are appropriate for the defined audience by asking questions such as, "Is this document appropriate for my classmates, parents, or teachers?" | Tech.4.10A Use font attributes, color, white space, and graphics in a document such as a word processing document in Word, a presentation in PowerPoint or Keynote, or a spreadsheet in Excel to ensure that products are appropriate for the defined audience by asking questions such as, "Is this document appropriate for my classmates, parents, or teachers?" | Tech.5.10A Use font attributes, color, white space, and graphics in a document such as a word processing document in Word, a presentation in PowerPoint or Keynote, or a spreadsheet in Excel to ensure that products are appropriate for the defined audience by asking questions such as, "Is this document appropriate for my classmates, parents, or teachers?" |



What is it we want all students to learn?

Ⓟ Denotes Power Objectives – Power objectives are HISD objectives that have been identified as having the criteria of endurance, leverage, and readiness.

**Technology Applications Prekindergarten – Grade 5
Vertical Alignment Matrix**

| Strand | Prekindergarten | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 | |
|--------------------------------|---|--|--|---|---|---|---|--|
| Strand 4: Communication | | ⓅTech.K.10B Use color and graphics in a digital illustration to ensure that products are appropriate for the communication media including multimedia screen displays such as a monitor or an image projected onto a screen and printed materials. | ⓅTech.1.10B Use font attributes, color, and graphics in a digital illustration to ensure that products are appropriate for the communication media including multimedia screen displays such as a monitor or an image projected onto a screen and printed materials. | Tech.2.10B Use font attributes, color, white space, and graphics in a document such as a word processing document to ensure that products are appropriate for the communication media including multimedia screen displays such as a monitor or an image projected onto a screen and printed materials. | Tech.3.10B Use font attributes, color, white space, and graphics in a document such as in Word, PowerPoint, or Excel, to ensure that products are appropriate for the communication media including a computer monitor, LCD/DLP data projector, and printed material. | Tech.4.10B Use font attributes, color, white space, and graphics in a document such as in Word, PowerPoint, or Excel, to ensure that products are appropriate for the communication media including a computer monitor, LCD/DLP data projector, and printed material. | Tech.5.10B Use font attributes, color, white space, and graphics in a document such as in Word, PowerPoint, or Excel, to ensure that products are appropriate for the communication media including a computer monitor, LCD/DLP data projector, and printed material. | |
| | | | | | ⓅTech.3.10C Use appropriate software programs including, but not limited to, spreadsheets and databases to develop charts and graphs by using data from various sources. | ⓅTech.4.10C Use appropriate software programs including, but not limited to, spreadsheets and databases to develop charts and graphs by using data from various sources. | ⓅTech.5.10C Use appropriate software programs including, but not limited to, spreadsheets and databases to develop charts and graphs by using data from various sources. | |
| | The student delivers the product electronically in a variety of media, with appropriate supervision. | | | | | | | |
| | | ⓅTech.K.11A Create a document such as a digital drawing to be published in a variety of media including, but not limited to, printed copy or monitor display. | ⓅTech.1.11A Create a document such as a holiday card to be published in a variety of media including, but not limited to, printed copy or monitor display. | ⓅTech.2.11A Create a document such as a flyer to be published in a variety of media including, but not limited to, printed copy or monitor display. | Tech.3.11A Create a product such as a newsletter to be published in a variety of media including, but not limited to, printed copy or monitor display. | ⓅTech.4.11A Create a product such as a PowerPoint or Keynote presentation to be published in a variety of media including, but not limited to, printed copy, monitor display, a wiki, or a blog. | Tech.5.11A Create a product such as a digital timeline with video to be published in a variety of media including, but not limited to, printed copy, monitor display, a wiki, a blog, or video. | |
| | | Tech.K.11B Create a document such as a digital drawing to be published in a variety of media including, but not limited to, stored files. | Tech.1.11B Create a document such as a holiday card to be published in a variety of media including, but not limited to, stored files. | Tech.2.11B Create a document such as a simple PowerPoint or Keynote presentation to be published in a variety of media including, but not limited to, stored files or CD/DVD. | Tech.3.11B Use presentation software such as PowerPoint or Keynote to communicate with specific audiences such as other students. | Tech.4.11B Use presentation software such as PowerPoint or Keynote to communicate with specific audiences such as students and/or parents. | ⓅTech.5.11B Use presentation software such as PowerPoint, Keynote, iMovie, Photo Story, or Windows Movie Maker to communicate with specific audiences such as students, parents, teachers, and/or administrators. | |



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**Technology Applications Prekindergarten – Grade 5
Vertical Alignment Matrix**

| Strand | Prekindergarten | Kindergarten | Grade 1 | Grade 2 | Grade 3 | Grade 4 | Grade 5 |
|--------------------------------|--|--|---|---|--|--|---|
| Strand 4: Communication | The student uses technology applications to facilitate evaluation of communication, both process and product. | | | | | | |
| | | Tech.K.12A Select one representative individual or group product to be collected and stored in an electronic evaluation tool such as on a local or server drive, a USB flash drive, or CD. | Tech.1.12A Select two representative individual or group products to be collected and stored in an electronic evaluation tool such as on a local or server drive, a USB flash drive, or CD. | ⓅTech.2.12A Select three representative individual products to be collected and stored in an electronic evaluation tool such as on a local or server drive, a USB flash drive, or CD. | Tech.3.12A Select three representative individual products to be collected and stored in an electronic evaluation tool such as on a local or server drive, a USB flash drive, or CD. This electronic portfolio will include a drawing document, visual mapping document, and word processing document. | ⓅTech.4.12A Select four representative individual products to be collected and stored in an electronic evaluation tool such as on a local or server drive, a USB flash drive, or CD. This electronic portfolio will include a drawing document, visual mapping document, word processing document, and a PowerPoint or Keynote presentation. | Tech.5.12A Select five representative individual products to be collected and stored in an electronic evaluation tool such as on a local or server drive, a USB flash drive, or CD. This electronic portfolio will include a drawing document, visual mapping document, word processing document, PowerPoint or Keynote presentation, and a spreadsheet document. |
| | | Tech.K.12B Evaluate the product such as a digital drawing for relevance to the assignment or task using a checklist which includes the technology skills used. The checklist could be created with pictures. | Tech.1.12B Evaluate the product such as a holiday card for relevance to the assignment or task using a checklist which includes the technology skills used. The checklist could be created with pictures. | Tech.2.12B Evaluate the product such as a flyer or a simple presentation for relevance to the assignment or task using a checklist which includes the technology skills used. | ⓅTech.3.12B Evaluate the product such as a newsletter for relevance to the assignment or task using a rubric which includes the technology skills used. | Tech.4.12B Evaluate the product such as a presentation for relevance to the assignment or task using a rubric which includes the technology skills used. | Tech.5.12B Evaluate the product such as a digital timeline for relevance to the assignment or task using a rubric which includes the technology skills used. |
| | | | | | Tech.3.12C Create technology assessment tools such as checklists, timelines, or rubrics to monitor the progress of a project such as a digital newsletter. | Tech.4.12C Create technology assessment tools such as checklists, timelines, or rubrics to monitor the progress of a project such as a PowerPoint or Keynote presentation. | ⓅTech.5.12C Create technology assessment tools such as checklists, timelines, or rubrics to monitor the progress of a project such as a multimedia project. |



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