

## Introduction to the Scope and Sequence Document

This Scope and Sequence is adapted from the Fresno County Office of Education Recommended Digital Literacy and Technology Skills.

The skills identified for each grade level align to the Common Core State Standards (CCSS) for Mathematics and English Language Arts & Literacy in History/Social Studies, Science and Technical Subjects as well as skills required to take the Smarter Balanced Assessment Consortium's (SBAC) Computer Adaptive Assessments.

Additional skills identified in this Scope and Sequence are from the National Educational Technology Standards 2007: Creativity and Innovation; Digital Citizenship; and Technology Operations and Concepts.

### Standards

Grade levels are not specified for the standards as they are indicated in the grade level columns.

English Language Arts Anchor Standards	Mathematics Standards
<b>RL</b> - Reading Standards for Literature; <b>RI</b> - Reading Standards for Informational Text; <b>W</b> - Writing; <b>SL</b> - Speaking and Listening; <b>L</b> - Language.	<b>MD</b> - Measurement and Data <b>G</b> - Geometry <b>EE</b> - Expressions and Equations <b>A</b> - Algebra <b>F</b> - Functions <b>SP</b> - Statistics and Probability <b>SMP</b> - Standards of Mathematical Practice

Mathematics standards are focused mainly in grades 6-12 as there are no technology requirements in grades K-5. Most of the SBAC Testing Skills cover the skills that students will be required to have to take the online assessment. Mathematical Standards of Practice (SMP) are also referenced as they encompass use of appropriate technology tools across various standards.

The scope and sequence goes from K-8 but is broken up into sections for K-5 and 6-8. Even though students in grades K, 1, and 2 are not tested for CCSS, the skills help build basic technology competencies to support the grade levels at which the students are tested.

The Scope and Sequence identifies which grade levels the skills need to be Introduced (I), Reinforced (R) and Mastered (M).

## Common Core State Standards K-12 Technology Skills Scope and Sequence

Digital Literacy Categories	Alignment to CCSS/ SBAC	Skills	K	1	2	3	4	5
	<b>SBAC test taking skills</b>	Turn on a computer and login	I	R	M	M	M	M
	<b>SBAC test taking skills</b>	Use pointing device such as a mouse or track pad to manipulate shapes, icons; click on urls, option button, check boxes; use scroll bar	I	R	M	M	M	M
	<b>SBAC test taking skills</b>	Use desktop icons, windows and menus to open applications and documents	I	R	M	M	M	M
	<b>SBAC test taking skills</b>	File management – saving and printing		I	R	M	M	M
	<b>SBAC test taking skills</b>	Explain and use age-appropriate online tools and resources (e.g. tutorial, assessment, web browser)	I	R	M	M	M	M
	<b>W 6</b>	Keyboarding <ul style="list-style-type: none"> <li>• Use proper posture and ergonomics</li> <li>• Locate and use letter and numbers keys with left and right hand placement</li> <li>• Locate and use correct finger, hand for space bar, return/enter and shift key</li> <li>• Gain proficiency and speed in touch typing (grade two to do online typing program with certificates for each level)</li> </ul>	I	R	R	M 15 w p m	M 20 w p m	M 25 w p m
	<b>W 5, W 6, W 10</b>	Use a word processing application to write, edit, print and save assignments	I	R	R	M	M	M
	<b>W 5, W 6, W 10</b>	Use basic menu/tool bar functions (e.g. font/size/style/, line spacing, margins) to format, edit and print a document		I	R	M	M	M
	<b>W.5, W6, W 10</b>	Highlight text, copy and paste text			I	R	M	M
	<b>W 5, W 6, W 10</b>	<ul style="list-style-type: none"> <li>• Copy and paste images within the document and from outside sources</li> <li>• Insert and size a graphic in a document</li> </ul>		I	R	R	M	M
		Demonstrates writing conventions reflecting grade level expectations	I	R	R	M	M	M
	<b>L 4</b>	Proofread and edit writing using appropriate resources (e.g. dictionary, spell checker, grammar, and thesaurus)			I	R	M	M
	<b>I – Introduce      R – Reinforce      M – Mastery (ability to teach others)</b>							

## Common Core State Standards K-12 Technology Skills Scope and Sequence

Digital Literacy Categories		Alignment to CCSS/ SBAC	Skills	K	1	2	3	4	5
<b>Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and connectivity.</b>	<b>Spreadsheet (Tables/ Charts and Graphs)</b>	<b>MD , SBAC testing skills</b>	Demonstrate an understanding of the spreadsheet as a tool to record, organize and graph information.				I	R	M
		<b>SBAC testing skills</b>	Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, labels, chart graph)				I	R	M
		<b>MD , SBAC testing skills</b>	Enter/edit data in spreadsheets				I	R	M
		<b>RI 7</b>	Perform calculations using basic formulas (for example add, - minus, *multiply, /divide, ^exponents)				I	R	M
	<b>Multimedia and Presentation Tools</b>	<b>W 6</b>	Create, edit and format text on a slide			I	R	M	M
		<b>W 6</b>	Create a series of slides and organize them to present research or convey an idea			I	R	M	M
		<b>W 6, SL 5</b>	Copy and paste or import graphics; change their size and position on a slide			I	R	M	M
		<b>W 6, SL 5</b>	Use painting and drawing tools/ applications to create and edit work			I	R	M	M
		<b>W 6, RL 7, SBAC testing skills</b>	Watch online videos and use play, pause, rewind and forward buttons while taking notes	I	R	M	M	M	M
	<b>I - Introduce                  R - Reinforce                  M - Mastery (ability to teach others)</b>								

## Common Core State Standards K-12 Technology Skills Scope and Sequence

Digital Literacy Categories	Alignment to CCSS/ SBAC	Skills	K	1	2	3	4	5
	Digital Citizenship	Explain and demonstrate compliance with classroom, school rules (Acceptable Use Policy) regarding responsible use of computers and networks	I	R	M	M	M	M
	Digital Citizenship	Explain responsible uses of technology and digital information; describe possible consequences of inappropriate use	I	R	M	M	M	M
	Digital Citizenship	Explain Fair Use Guidelines for the use of copyrighted materials, (e.g., text, images, music, video in student projects) and giving credit to media creators		I	R	R	M	M
		Identify and explain the strategies for the safe care and efficient use of computers (e.g., passwords)	I	R	M	M	M	M
		Identify cyberbullying and describe strategies to deal with such a situation		I	R	M	M	M
		Recognize and describe the potential risks and dangers associated with various forms of online communications and networked digital environments and sharing personal information		I	R	M	M	M
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## Common Core State Standards K-12 Technology Skills Scope and Sequence

Digital Literacy Categories	Alignment to CCSS/SBAC	Skills	K	1	2	3	4	5	
<b>Demonstrate the ability to use technology for research, critical thinking, decision making, communication and collaboration, creativity and innovation.</b>	<b>Research and Gathering Information</b>	RI 5, RI 7	Locate, collect, and organize content for specific purposes, citing sources	I	R	M	M	M	
		RI 5, RI 7	Perform basic searches on databases to locate information.			I	R	M	M
		RI 5, RI 7	Evaluate teacher-selected or self-selected Internet resources in terms of their usefulness for research		I	R	R	M	M
		RI 7	Use content specific technology tools to gather and analyze data.				I	R	M
		RI 6, RI 7, RI 9	Understanding of Web 2.0 tools to gather and share information				I	R	M
		RL 7	Identify and analyze the purpose of a media message (to inform, persuade and entertain)		I	R	M	M	M
	<b>Communication and Collaboration</b>		Work collaboratively with other students using technology under teacher supervision			I	R	M	M
		W 6, W 10	Use a variety of age-appropriate technologies (e.g. drawing program, presentation software) to communicate and exchange ideas		I	R	M	M	M
		W 6, W 10 SL 2, SL 5	Create projects that use text and various forms of graphics, audio, and video, (with proper citations) to communicate ideas.			I	R	M	M
		W 6, W 10 SL 3	Use teacher developed guidelines to evaluate multimedia presentations for organization, content, design, presentation and appropriateness of citations.			I	R	M	M
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## Common Core State Standards K-12 Technology Skills Scope and Sequence

Digital Literacy Categories	Alignment to CCSS/SBAC	Skills	6	7	8	
<b>Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying the hardware, software and connectivity.</b>	<b>Basic Operations</b>	<b>Technology Operations &amp; Concepts</b>	Identify successful troubleshooting strategies for minor hardware and software issues/problems (e.g., “frozen screen”).	I	R	M
		<b>Technology Operations &amp; Concepts</b>	Independently operate peripheral equipment (e.g., scanner, digital camera, camcorder), if available.	I	R	M
		<b>Technology Operations &amp; Concepts</b>	Identify and use a variety of storage media (e.g., CDs, DVDs, flash drives, school servers, and online storage spaces), and provide a rationale for using a certain medium for a specific purpose.	I	R	M
		<b>W 6</b>	Demonstrate automaticity in keyboarding skills by increasing accuracy and speed. (For students with disabilities, demonstrate alternate input techniques as appropriate.)	M wpm	M wpm	M wpm
		<b>Creativity &amp; Innovation</b>	Identify and assess the capabilities and limitations of emerging technologies.	I	R	M
	<b>Word Processing</b>	<b>W 5, W 6, W 10</b>	Demonstrate use of intermediate features in word processing application (e.g., tabs, indents, headers and footers, end notes, bullet and numbering, tables).	I	R	M
		<b>W 5, W 6, W 10, SL 5</b>	Apply advanced formatting and page layout features when appropriate (e.g., columns, templates, and styles) to improve the appearance of documents and materials.	I	R	M
		<b>W 5, W 6, W 10, SL 1</b>	Use the Comment function in Review for peer editing of documents		I	R
		<b>W 5, W 6, W 10, SL 1</b>	Use the Track Changes feature in Review for peer editing of documents		I	R
	<b>I – Introduce R – Reinforce M – Mastery (ability to teach others)</b>					

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Digital Literacy Categories		Alignment to CCSS/SBAC	Skills	6	7	8
<b>Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying the hardware, software and connectivity.</b>	<b>Spreadsheet (Tables/Charts and Graphs)</b>		Use spreadsheets to calculate, graph, organize, and present data in a variety of real-world settings and choose the most appropriate type to represent given data.	I	R	M
			Enter intermediate formulas and functions; use the auto-fill feature in a spreadsheet application.	I	R	M
			Use functions of a spreadsheet application (e.g., sort, filter and find).	I	R	M
			Use various number formats (e.g., scientific notations, percentages, exponents) as appropriate.	I	R	M
			Use advanced formatting features of a spreadsheet application, (e.g., reposition columns and rows, add and name worksheets).	I	R	M
	<b>Mathematical Applications</b>		Use multiple sheets within a workbook.			I
			Draw two and three dimensional geometric shapes using a variety of technology tools.		I	R
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Digital Literacy Categories		Alignment to CCSS/SBAC	Skill	6	7	8
<p><b>Demonstrate proficiency in the use of computers and applications as well as an understanding of the concepts underlying hardware, software and</b></p> <p><b>Demonstrate the responsible use of technology and an understanding of ethics and safety issues in using electronic media at home, in school and in society.</b></p>	<b>Multimedia and Presentation Tools</b>	<b>SMP 3, SL 5</b>	Create presentations for a variety of audiences and purposes with use of appropriate transitions and animations to add interest.	M	M	M
		<b>SMP 5, W 6</b>	Use a variety of technology tools (e.g., dictionary, thesaurus, grammar checker, calculator/graphing calculator) to maximize the	R	M	M
		<b>SL 5</b>	Make strategic use of digital media to enhance understanding	R	M	M
		<b>RL 7, RI 7, SBAC</b>	Use note-taking skills while viewing online videos and using the play, pause, rewind and stop buttons.	M	M	M
	<b>Acceptable Use, Copyright and Plagiarism</b>	<b>Digital Citizenship</b>	Comply with the district's Acceptable Use Policy related to ethical use, cyberbullying, privacy, plagiarism, spam, viruses, hacking, and file sharing.	M	M	M
		<b>Digital Citizenship</b>	Explain Fair Use guidelines for using copyrighted materials and possible consequences (e.g., images, music, video, text) in school projects.	M	M	M
		<b>Digital Citizenship</b>	Analyze and explain how media and technology can be used to distort, exaggerate, and misrepresent information.	I	R	M
		<b>Digital Citizenship</b>	Explain the potential risks associated with the use of networked digital environments (e.g., internet, mobile phones, wireless, LANs) and sharing personal information.	M	M	M
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<b>Demonstrate the ability to use technology for research, critical thinking, decision making, communication, collaboration, creativity and innovation.</b>	<b>Research (Gathering and Using Information)</b>	<b>RI 5, RI 7</b>	Identify probable types and locations of Web sites by examining their domain names (e.g., edu, com, org, gov, au).	I	R	M
		<b>RI 5, RI 7</b>	Use effective search Engines, online directories, and web browsing for locating and retrieving electronic information.	R	M	M
		<b>RI 7</b>	Use appropriate academic language in online learning environments (e.g., post, thread, intranet, discussion forum, drop box, account, and password).	I	R	M
		<b>RI 5, RI 7, SMP 3</b>	Explain how technology can support communication and collaboration, personal and professional productivity, and lifelong learning.	I	R	M
		<b>RI 5, RI 7</b>	Write correct in-text citations and reference lists for text and images gathered from electronic sources.	I	R	M
		<b>RI 7, SMP 3</b>	Develop and use guidelines to evaluate the content, organization, design, use of citations, and presentation of technologically enhanced projects.	I	R	M
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<b>Demonstrate the ability to use technology for research, critical thinking, decision making, communication, collaboration, creativity and innovation.</b>	<b>Communication and Collaboration</b>	W 6, W 10, SL 5, SMP 5, RI 7 Use a variety of media to communicate information for specific purposes (e.g., reports, research papers, presentations, newsletters, Web sites, podcasts, blogs), citing sources.	R	M	M
		W6, W 10, SL 2, SL 5, SMP 3 Demonstrate how the use of various techniques and effect (e.g., editing, music, color, rhetorical devices) can be used to convey meaning in media.	I	R	M
		RI 6, RI 7, RI 9, SMP 3, SL 5 Use a variety of district approved Web 2.0 tools (e.g., e- mail discussion groups, blogs, etc.) to collaborate and communicate with peers, experts, and other audiences using appropriate academic language.	R	M	M
		W 6, W 10 SL 3 Use teacher developed guidelines to evaluate multimedia presentations for organization, content, design, presentation and appropriateness of citations.	R	M	M
		RI 6, RI 7, RI 9, SMP 3 Plan and implement a collaborative project with other students using technology tools (e.g., e- mail, discussion forums, groupware, interactive Web sites, video- conferencing).	I	R	M
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