

COMPUTER CURRICULUM GUIDELINES
GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
KINDERGARTEN

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. Promote ethical values pertaining to the use of the computer.
- ___ B. Stimulate student potential for creativity.
- ___ C. Reinforce and maintain computer ethics, morals and standards.
- ___ D. Understand the cultural, and societal issues related to technology.
- ___ E. Practice responsible use of technology systems, information and software.
- ___ F. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

COMPUTERS IN SOCIETY – HISTORY AND ETHICS

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | List uses of computers in a variety of situations |
| ___ | ___ | ___ | Identify computer related careers, including training requirements and the impact of automation on the job market |

COMPUTER USAGE

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Identify the following terms: computer, monitor, disk drive, keyboard, printer, and diskette |
| ___ | ___ | ___ | Recognize the location of the on/off switch on the monitor and the CPU |
| ___ | ___ | ___ | Demonstrate proper handling and care of hardware |
| ___ | ___ | ___ | Demonstrate proper care and use of a diskette |
| ___ | ___ | ___ | Demonstrate the proper sequence to boot up a disk and/or access program network |
| ___ | ___ | ___ | Access and use various types of educational software independently |

KEYBOARDING SKILLS

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | Recognize letters and numbers on the keyboard |
| ___ | ___ | ___ | Recognize and use the special function keys as needed: return, space bar, escape, arrow keys, shift keys, control key, back arrow/delete key |
| ___ | ___ | ___ | Use appropriate posture at the keyboard |

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FIRST GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Promote ethical values pertaining to the use of the computer.
- _____ B. Stimulate student potential for creativity.
- _____ C. Reinforce and maintain computer ethics, morals and standards.
- _____ D. Understand the cultural, and societal issues related to technology.
- _____ E. Practice responsible use of technology systems, information and software.
- _____ F. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

COMPUTERS IN SOCIETY – HISTORY AND ETHICS

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | List uses of computers in a variety of situations |
| _____ | _____ | _____ | Identify computer related careers, including training requirements and the impact of automation on the job market |

COMPUTER USAGE

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Identify the following terms: computer, monitor, disk drive, keyboard, printer, and diskette |
| _____ | _____ | _____ | Recognize the location of the on/off switch on the monitor and the CPU |
| _____ | _____ | _____ | Demonstrate proper handling and care of hardware |
| _____ | _____ | _____ | Demonstrate proper care and use of a diskette |
| _____ | _____ | _____ | Demonstrate the proper sequence to boot up a disk and/or access program network |
| _____ | _____ | _____ | Access and use various types of educational software independently |

KEYBOARDING SKILLS

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Recognize letters and numbers on the keyboard |
| _____ | _____ | _____ | Locate and use numbers and letters on the keyboard |

- _____ _____ _____ Recognize and use the special function keys as needed: return, space bar, escape, arrow keys, shift keys, control key, back arrow/delete key
- _____ _____ _____ Use appropriate posture at the keyboard

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SECOND GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Promote ethical values pertaining to the use of the computer.
- _____ B. Stimulate student potential for creativity.
- _____ C. Reinforce and maintain computer ethics, morals and standards.
- _____ D. Understand the cultural, and societal issues related to technology.
- _____ E. Practice responsible use of technology systems, information and software.
- _____ F. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

COMPUTERS IN SOCIETY – HISTORY AND ETHICS

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | List uses of computers in a variety of situations |
| _____ | _____ | _____ | Identify computer related careers, including training requirements and the impact of automation on the job market |

COMPUTER USAGE

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Identify the following terms: computer, monitor, disk drive, keyboard, printer, and diskette |
| _____ | _____ | _____ | Recognize the location of the on/off switch on the monitor and the CPU |
| _____ | _____ | _____ | Demonstrate proper handling and care of hardware |
| _____ | _____ | _____ | Demonstrate proper care and use of a diskette |
| _____ | _____ | _____ | Demonstrate the proper sequence to boot up a disk and/or access program network |
| _____ | _____ | _____ | Access and use various types of educational software independently |

KEYBOARDING SKILLS

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Recognize letters and numbers on the keyboard |
| _____ | _____ | _____ | Locate and use numbers and letters on the keyboard |
| _____ | _____ | _____ | Recognize and use the special function keys as needed: return, space bar, escape, arrow keys, shift keys, control key, back arrow/delete key |

____ ____ ____ Identify home row
____ ____ ____ Use appropriate posture at the keyboard

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
THIRD GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Promote ethical values pertaining to the use of the computer.
- _____ B. Stimulate student potential for creativity.
- _____ C. Reinforce and maintain computer ethics, morals and standards.
- _____ D. Understand the cultural, and societal issues related to technology.
- _____ E. Practice responsible use of technology systems, information and software.
- _____ F. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

COMPUTERS IN SOCIETY – HISTORY AND ETHICS

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | List uses of computers in a variety of situations |
| _____ | _____ | _____ | Identify computer related careers, including training requirements and the impact of automation on the job market |

COMPUTER USAGE

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Demonstrate proper handling and care of hardware |
| _____ | _____ | _____ | Demonstrate proper care and use of a diskette |
| _____ | _____ | _____ | Demonstrate the proper sequence to boot up a disk and/or access program network |
| _____ | _____ | _____ | Access and use various types of educational software independently |

KEYBOARDING SKILLS

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Locate and use punctuation on the keyboard |
| _____ | _____ | _____ | Recognize and use the special function keys as needed: return, space bar, escape, arrow keys, shift keys, control key, back arrow/delete key |
| _____ | _____ | _____ | Identify home row |
| _____ | _____ | _____ | Memorize home row |
| _____ | _____ | _____ | Use appropriate posture at the keyboard |
| _____ | _____ | _____ | Use two hands on the keyboard, use home row as a base and reach for keys with appropriate fingers |

_____ Type simple words and short sentences

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FOURTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Promote ethical values pertaining to the use of the computer.
- _____ B. Stimulate student potential for creativity.
- _____ C. Reinforce and maintain computer ethics, morals and standards.
- _____ D. Understand the cultural, and societal issues related to technology.
- _____ E. Practice responsible use of technology systems, information and software.
- _____ F. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

COMPUTERS IN SOCIETY – HISTORY AND ETHICS

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | List uses of computers in a variety of situations |
| _____ | _____ | _____ | Identify computer related careers, including training requirements and the impact of automation on the job market |
| _____ | _____ | _____ | Define computer ethics and the purpose of ethical standards |
| _____ | _____ | _____ | Explain unethical use of computers, including illegal copying of hardware and software, and as in relation to an individual’s privacy rights |

COMPUTER USAGE

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Demonstrate proper handling and care of hardware |
| _____ | _____ | _____ | Demonstrate proper care and use of a diskette |
| _____ | _____ | _____ | Demonstrate the proper sequence to boot up a disk and/or access program network |
| _____ | _____ | _____ | Access and use various types of educational software independently |

KEYBOARDING SKILLS

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Locate and use punctuation on the keyboard |
| _____ | _____ | _____ | Recognize and use the special function keys as needed: return, space bar, escape, arrow keys, shift keys, control key, back arrow/delete key |
| _____ | _____ | _____ | Identify home row |

_____	_____	_____	Memorize home row
_____	_____	_____	Use appropriate posture at the keyboard
_____	_____	_____	Use two hands on the keyboard, use home row as a base and reach for keys with appropriate fingers
I	R	M	
_____	_____	_____	Type simple words and short sentences
_____	_____	_____	Type sentences and short paragraphs from written material

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
FIFTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- ___ A. Promote ethical values pertaining to the use of the computer.
- ___ B. Stimulate student potential for creativity.
- ___ C. Reinforce and maintain computer ethics, morals and standards.
- ___ D. Understand the cultural, and societal issues related to technology.
- ___ E. Practice responsible use of technology systems, information and software.
- ___ F. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

COMPUTERS IN SOCIETY – HISTORY AND ETHICS

- | I | R | M | |
|-----|-----|-----|--|
| ___ | ___ | ___ | List uses of computers in a variety of situations |
| ___ | ___ | ___ | Identify computer related careers, including training requirements and the impact of automation on the job market |
| ___ | ___ | ___ | Define computer ethics and the purpose of ethical standards |
| ___ | ___ | ___ | Explain unethical use of computers, including illegal copying of hardware and software, and as in relation to an individual's privacy rights |

COMPUTER USAGE

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Demonstrate proper handling and care of hardware |
| ___ | ___ | ___ | Demonstrate proper care and use of a diskette |
| ___ | ___ | ___ | Demonstrate the proper sequence to boot up a disk and/or access program network |
| ___ | ___ | ___ | Access and use various types of educational software independently |

KEYBOARDING SKILLS

- | I | R | M | |
|-----|-----|-----|---|
| ___ | ___ | ___ | Use appropriate posture at the keyboard |
| ___ | ___ | ___ | Use two hands on the keyboard, use home row as a base and reach for keys with appropriate fingers |
| ___ | ___ | ___ | Type simple words and short sentences |
| ___ | ___ | ___ | Type sentences and short paragraphs from written material |

- _____ Type an entire page of text with minimal errors
- _____ Type for improved accuracy
- _____ Type for improved speed

WORD PROCESSING

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | Define a word processing program and describe its applications |
| _____ | _____ | _____ | Define word processing terminology and demonstrate related skills |
| _____ | _____ | _____ | List the steps involved in creating a document with word processing |
| _____ | _____ | _____ | Save a word processing file |
| _____ | _____ | _____ | Add an existing word processing file to memory |
| _____ | _____ | _____ | Create an original document |
| _____ | _____ | _____ | Move the cursor around the screen easily as needed |
| _____ | _____ | _____ | Insert text |
| _____ | _____ | _____ | Delete words, characters, and text |
| _____ | _____ | _____ | Produce a printed copy of a document |
| _____ | _____ | _____ | Add multiple files from disk to memory |
| _____ | _____ | _____ | Use commands to boldface and underline words |
| _____ | _____ | _____ | Center headings |
| _____ | _____ | _____ | Use justification commands |
| _____ | _____ | _____ | Recognize and use proofreading marks |
| _____ | _____ | _____ | Use spell check program |

FLOWCHARTS

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Understand the purpose of a flowchart |
| _____ | _____ | _____ | Read and draw a simple flowchart |
| _____ | _____ | _____ | Write steps in logical sequence |
| _____ | _____ | _____ | Identify errors and unneeded steps |
| _____ | _____ | _____ | Understand the symbolism of, identify, and draw an oval, rectangle, and arrow |
| _____ | _____ | _____ | Identify and use the decision symbol |
| _____ | _____ | _____ | Create a flow chart and write a logical sequence of steps needed to perform a task within a computer program |
| _____ | _____ | _____ | Recognize and correct the errors in a flowchart |
| _____ | _____ | _____ | Identify and use the input/output symbol |
| _____ | _____ | _____ | Understand and apply GOTO statements in a flowchart |
| _____ | _____ | _____ | Understand and apply IF/THEN statements in a flowchart |
| _____ | _____ | _____ | Understand and apply FOR/NEXT statements in a flowchart |

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SIXTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Promote ethical values pertaining to the use of the computer.
- _____ B. Stimulate student potential for creativity.
- _____ C. Reinforce and maintain computer ethics, morals and standards.
- _____ D. Understand the cultural, and societal issues related to technology.
- _____ E. Practice responsible use of technology systems, information and software.
- _____ F. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

COMPUTERS IN SOCIETY – HISTORY AND ETHICS

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | List uses of computers in a variety of situations |
| _____ | _____ | _____ | Identify computer related careers, including training requirements and the impact of automation on the job market |
| _____ | _____ | _____ | Define computer ethics and the purpose of ethical standards |
| _____ | _____ | _____ | Explain unethical use of computers, including illegal copying of hardware and software, and as in relation to an individual’s privacy rights |
| _____ | _____ | _____ | Describe security measures for preventing computer misuse |
| _____ | _____ | _____ | Define artificial intelligence and explain the difficulties involved, the by-products, and the applications |
| _____ | _____ | _____ | Classify types of computers such as PCs, mainframes, and micro-computers, and the advantages for their applications in various settings |
| _____ | _____ | _____ | Understand the uses, limitations, and attributes (i.e., speed, accuracy, color, sound) that make computers appropriate tools in a variety of situations |

COMPUTER USAGE

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Demonstrate proper handling and care of hardware |
| _____ | _____ | _____ | Demonstrate proper care and use of a diskette |
| _____ | _____ | _____ | Access and use various types of educational software independently |
| _____ | _____ | _____ | Review and evaluate software |

KEYBOARDING SKILLS

I	R	M	
_____	_____	_____	Use appropriate posture at the keyboard
_____	_____	_____	Type sentences and short paragraphs from written material
_____	_____	_____	Type an entire page of text with minimal errors
_____	_____	_____	Type for improved accuracy
_____	_____	_____	Type for improved speed

WORD PROCESSING

I	R	M	
_____	_____	_____	Define a word processing program and describe its applications
_____	_____	_____	Define word processing terminology and demonstrate related skills
_____	_____	_____	List the steps involved in creating a document with word processing
_____	_____	_____	Save a word processing file
_____	_____	_____	Add an existing word processing file to memory
_____	_____	_____	Create an original document
_____	_____	_____	Move the cursor around the screen easily as needed
_____	_____	_____	Insert text
_____	_____	_____	Delete words, characters, and text
_____	_____	_____	Produce a printed copy of a document
_____	_____	_____	Add multiple files from disk to memory
_____	_____	_____	Use commands to boldface and underline words
_____	_____	_____	Center headings
_____	_____	_____	Use justification commands
_____	_____	_____	Recognize the application of word processing by producing a document in another content area
_____	_____	_____	Recognize and use proofreading marks
_____	_____	_____	Use spell check program

FLOWCHARTS

I	R	M	
_____	_____	_____	Understand the purpose of a flowchart
_____	_____	_____	Read and draw a simple flowchart
_____	_____	_____	Write steps in logical sequence
_____	_____	_____	Identify errors and unneeded steps
_____	_____	_____	Understand the symbolism of, identify, and draw an oval, rectangle, and arrow
_____	_____	_____	Identify and use the decision symbol
_____	_____	_____	Create a flow chart and write a logical sequence of steps needed to perform a task within a computer program
_____	_____	_____	Recognize and correct the errors in a flowchart

_____	_____	_____	Identify and use the input/output symbol
_____	_____	_____	Use flowchart steps involving more than one decision
_____	_____	_____	Understand and apply GOTO statements in a flowchart
_____	_____	_____	Understand and apply IF/THEN statements in a flowchart
I	R	M	
_____	_____	_____	Understand and apply FOR/NEXT statements in a flowchart

MULTIMEDIA USAGE

I	R	M	
_____	_____	_____	Use technology tools (e.g. multimedia authoring, presentation, digital cameras, scanners) for individual and collaborative writing, communication and publishing activities.
_____	_____	_____	Insert and arrange graphics and clip art.

INTERNET USAGE

I	R	M	
_____	_____	_____	Use the Internet to locate, collect and evaluate information.
_____	_____	_____	Use online resources to participate in collaborative problem-solving activities.
_____	_____	_____	Use the Internet to interact with peers, experts, and other resources.

BASIC*

I	R	M	
_____	_____	_____	Define BASIC terminology and demonstrate related skills
_____	_____	_____	Define BASIC as one computer language
_____	_____	_____	Understand the importance and use of line numbers in a program
_____	_____	_____	Use PRINT statements to print numbers, words, mathematical expressions, and blank lines
_____	_____	_____	Read through a simple sample program
_____	_____	_____	Write a simple program
_____	_____	_____	Demonstrate ability to label programs with REM statements
_____	_____	_____	Demonstrate ability to list programs and section of programs to printer
_____	_____	_____	Understand and demonstrate the use of quotation marks in a program
_____	_____	_____	Understand and demonstrate the use of commas, colons, question marks, and semi-colons in a program
_____	_____	_____	Understand and demonstrate the use of variables in a program
_____	_____	_____	Run a hard copy of program output
_____	_____	_____	Differentiate between string and numerical variables
_____	_____	_____	Demonstrate the ability to choose a logical sequence of steps to perform a task
_____	_____	_____	Correlate flowcharting with programming

- _____ _____ _____ Write and test a program to solve a specified problem
- _____ _____ _____ Predict the outcome of a given program
- _____ _____ _____ Use GOTO statements as infinite loops (*)
- _____ _____ _____ Find and edit (debug) errors in student-made or given program (*)
- _____ _____ _____ Use GOTO statements for program direction
- _____ _____ _____ Use IF/THEN statements (*)
- _____ _____ _____ Use mathematical symbols for equality and inequality (*)
- _____ _____ _____ Use FOR/NEXT statements as counters, nested loops, finite loops,
and infinite loops (*)
- _____ _____ _____ Write a simple subroutine using GOSUB and RETURN (*)
- _____ _____ _____ Generate random numbers for READ/DATA statements (*)

(*) = Optional

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
SEVENTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Promote ethical values pertaining to the use of the computer.
- _____ B. Stimulate student potential for creativity.
- _____ C. Reinforce and maintain computer ethics, morals and standards.
- _____ D. Understand the cultural, and societal issues related to technology.
- _____ E. Practice responsible use of technology systems, information and software.
- _____ F. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

COMPUTERS IN SOCIETY – HISTORY AND ETHICS

- | I | R | M | |
|-------|-------|-------|---|
| _____ | _____ | _____ | List uses of computers in a variety of situations |
| _____ | _____ | _____ | Identify computer related careers, including training requirements and the impact of automation on the job market |
| _____ | _____ | _____ | Define computer ethics and the purpose of ethical standards |
| _____ | _____ | _____ | Explain unethical use of computers, including illegal copying of hardware and software, and as in relation to an individual’s privacy rights |
| _____ | _____ | _____ | Describe security measures for preventing computer misuse |
| _____ | _____ | _____ | Define artificial intelligence and explain the difficulties involved, the by-products, and the applications |
| _____ | _____ | _____ | Classify types of computers such as PCs, mainframes, and micro-computers, and the advantages for their applications in various settings |
| _____ | _____ | _____ | Understand the uses, limitations, and attributes (i.e., speed, accuracy, color, sound) that make computers appropriate tools in a variety of situations |
| _____ | _____ | _____ | Understand the meaning of virus as it relates to computer technology |

COMPUTER USAGE

- | I | R | M | |
|-------|-------|-------|--|
| _____ | _____ | _____ | Demonstrate proper handling and care of hardware |
| _____ | _____ | _____ | Demonstrate proper care and use of a diskette |
| _____ | _____ | _____ | Access and use various types of educational software independently |

____ ____ ____ Review and evaluate software

KEYBOARDING SKILLS

I	R	M	
____	____	____	Use appropriate posture at the keyboard
____	____	____	Type for improved accuracy
____	____	____	Type for improved speed

WORD PROCESSING

I	R	M	
____	____	____	Define a word processing program and describe its applications
____	____	____	Define word processing terminology and demonstrate related skills
____	____	____	List the steps involved in creating a document with word processing
____	____	____	Save a word processing file
____	____	____	Add an existing word processing file to memory
____	____	____	Create an original document
____	____	____	Move the cursor around the screen easily as needed
____	____	____	Insert text
____	____	____	Delete words, characters, and text
____	____	____	Copy and move blocks of text
____	____	____	Use commands to create new page breaks
____	____	____	Produce a printed copy of a document
____	____	____	Add multiple files from disk to memory
____	____	____	Use printing option to format a document
____	____	____	Use commands to move between files
____	____	____	Reset TAB stops in a document
____	____	____	Use commands to boldface and underline words
____	____	____	Set margins
____	____	____	Center headings
____	____	____	Use justification commands
____	____	____	Recognize the application of word processing by producing a document in another content area
____	____	____	Recognize and use proofreading marks
____	____	____	Use spell check program

DATA BASE

I	R	M	
____	____	____	Define a data base and describe its applications
____	____	____	Define data base terminology and demonstrate related skills
____	____	____	Load a data base program to memory
____	____	____	Create a file and assign field attributes
____	____	____	Edit data base entries

_____	_____	_____	Save data base
_____	_____	_____	Search and sort records for a data base for a specific need
I	R	M	
_____	_____	_____	Delete records from a data base file
_____	_____	_____	Add new fields to an existing data base
_____	_____	_____	Print data base reports
_____	_____	_____	Print using the label and/or table format
_____	_____	_____	Create data base reports integrated into curriculum subject areas
_____	_____	_____	Demonstrate ease moving within data base

MULTIMEDIA USAGE

I	R	M	
_____	_____	_____	Use technology tools (e.g. multimedia authoring, presentation, digital cameras, scanners) for individual and collaborative writing, communication and publishing activities.
_____	_____	_____	Insert and arrange graphics and clip art.

INTERNET USAGE

I	R	M	
_____	_____	_____	Use the Internet to locate, collect and evaluate information.
_____	_____	_____	Use online resources to participate in collaborative problem-solving activities.
_____	_____	_____	Use the Internet to interact with peers, experts, and other resources.

BASIC*

I	R	M	
_____	_____	_____	Define BASIC terminology and demonstrate related skills (*)
_____	_____	_____	Define BASIC as one computer language (*)
_____	_____	_____	Understand the importance and use of line numbers in a program(*)
_____	_____	_____	Use PRINT statements to print numbers, words, mathematical expressions, and blank lines (*)
_____	_____	_____	Read through a simple sample program (*)
_____	_____	_____	Write a simple program (*)
_____	_____	_____	Demonstrate ability to label programs with REM statements (*)
_____	_____	_____	Demonstrate ability to list programs and section of programs to printer (*)
_____	_____	_____	Understand and demonstrate the use of quotation marks in a program (*)
_____	_____	_____	Understand and demonstrate the use of commas, colons, question marks, and semi-colons in a program (*)
_____	_____	_____	Understand and demonstrate the use of variables in a program (*)
_____	_____	_____	Run a hard copy of program output (*)

_____	_____	_____	Differentiate between string and numerical variables (*)
_____	_____	_____	Demonstrate the ability to choose a logical sequence of steps to perform a task (*)
_____	_____	_____	Correlate flowcharting with programming (*)
_____	_____	_____	Write and test a program to solve a specified problem (*)
_____	_____	_____	Predict the outcome of a given program (*)

(*) = Optional

SPREADSHEET

I	R	M	
_____	_____	_____	Define a spreadsheet and describe its applications
_____	_____	_____	Define spreadsheet terminology and demonstrate related skills
_____	_____	_____	Load a spreadsheet
_____	_____	_____	Move the cursor easily along rows and columns
_____	_____	_____	Use a specific command to GOTO a particular cell
_____	_____	_____	Enter and change values and labels
I	R	M	
_____	_____	_____	Use function commands to perform operations on rows and columns
_____	_____	_____	Insert into or delete from two columns and/or rows into an existing spreadsheet.
_____	_____	_____	Format labels for a block of cells
_____	_____	_____	Copy the contents of one cell to another, one column to another, one formula to another cell.
_____	_____	_____	Change the cell widths of an existing spreadsheet
_____	_____	_____	Align column right, left, or centered
_____	_____	_____	Change number style according to needs (general, percent, dollar, or exponential)
_____	_____	_____	Use the locking-cell function
_____	_____	_____	Use a spreadsheet for a specific purpose, such as computing grade averages
_____	_____	_____	Recognize the application of spreadsheets by producing a document in another content area

GRADE LEVEL SUBJECT AREA EXPECTATIONS
DIOCESE OF FRESNO
EIGHTH GRADE

EXPECTATIONS FOR RELIGIOUS INTEGRATION AND ARTICULATION

- _____ A. Promote ethical values pertaining to the use of the computer.
- _____ B. Stimulate student potential for creativity.
- _____ C. Reinforce and maintain computer ethics, morals and standards.
- _____ D. Understand the cultural, and societal issues related to technology.
- _____ E. Practice responsible use of technology systems, information and software.
- _____ F. Develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.

ACADEMIC GRADE LEVEL SUBJECT AREA EXPECTATIONS

COMPUTERS IN SOCIETY – HISTORY AND ETHICS

I	R	M	
_____	_____	_____	List uses of computers in a variety of situations
_____	_____	_____	Identify computer related careers, including training requirements and the impact of automation on the job market
_____	_____	_____	Define computer ethics and the purpose of ethical standards
_____	_____	_____	Explain unethical use of computers, including illegal copying of hardware and software, and as in relation to an individual’s privacy rights
_____	_____	_____	Describe security measures for preventing computer misuse
_____	_____	_____	Define artificial intelligence and explain the difficulties involved, the by-products, and the applications
_____	_____	_____	Classify types of computers such as PCs, mainframes, and micro-computers, and the advantages for their applications in various settings
_____	_____	_____	Understand the uses, limitations, and attributes (i.e., speed, accuracy, color, sound) that make computers appropriate tools in a variety of situations
_____	_____	_____	Understand the meaning of virus as it relates to computer technology
_____	_____	_____	Describe the methods people used to perform calculations and keep records prior to the use of mechanical devices
_____	_____	_____	Describe the development of mechanical calculating devices
_____	_____	_____	Describe how electro-mechanical calculating devices led to the development of first generation computers
_____	_____	_____	Identify the chief characteristics of each of the four computer generations
_____	_____	_____	Predict the changes for the fifth generation computers

COMPUTER USAGE

I	R	M	
___	___	___	Demonstrate proper handling and care of hardware
___	___	___	Demonstrate proper care and use of a diskette
___	___	___	Access and use various types of educational software independently
___	___	___	Review and evaluate software

KEYBOARDING SKILLS

I	R	M	
___	___	___	Use appropriate posture at the keyboard
___	___	___	Type for improved accuracy
___	___	___	Type for improved speed

WORD PROCESSING

I	R	M	
___	___	___	Define a word processing program and describe its applications
___	___	___	Define word processing terminology and demonstrate related skills
___	___	___	List the steps involved in creating a document with word processing
___	___	___	Save a word processing file
___	___	___	Add an existing word processing file to memory
___	___	___	Create an original document
___	___	___	Move the cursor around the screen easily as needed
___	___	___	Insert text
___	___	___	Delete words, characters, and text
___	___	___	Copy and move blocks of text
___	___	___	Use commands to create new page breaks
___	___	___	Produce a printed copy of a document
___	___	___	Add multiple files from disk to memory
___	___	___	Use printing option to format a document
___	___	___	Use commands to move between files
___	___	___	Reset TAB stops in a document
___	___	___	Use commands to boldface and underline words
___	___	___	Set margins
___	___	___	Center headings
___	___	___	Use justification commands
___	___	___	Recognize the application of word processing by producing a document in another content area
___	___	___	Recognize and use proofreading marks
___	___	___	Use spell check program

DATA BASE

I	R	M	
_____	_____	_____	Define a data base and describe its applications
_____	_____	_____	Define data base terminology and demonstrate related skills
_____	_____	_____	Load a data base program to memory
_____	_____	_____	Create a file and assign field attributes
_____	_____	_____	Edit data base entries
_____	_____	_____	Save data base
_____	_____	_____	Search and sort records for a data base for a specific need
_____	_____	_____	Delete records from a data base file
_____	_____	_____	Add new fields to an existing data base
_____	_____	_____	Print data base reports
_____	_____	_____	Print using the label and/or table format
_____	_____	_____	Create data base reports integrated into curriculum subject areas
_____	_____	_____	Demonstrate ease moving within data base

MULTIMEDIA USAGE

I	R	M	
_____	_____	_____	Use technology tools (e.g. multimedia authoring, presentation, digital cameras, scanners) for individual and collaborative writing, communication and publishing activities.
_____	_____	_____	Insert and arrange graphics and clip art.

INTERNET USAGE

I	R	M	
_____	_____	_____	Use the Internet to locate, collect and evaluate information.
_____	_____	_____	Use online resources to participate in collaborative problem-solving activities.
_____	_____	_____	Use the Internet to interact with peers, experts, and other resources.

BASIC*

I	R	M	
_____	_____	_____	Define BASIC terminology and demonstrate related skills (*)
_____	_____	_____	Define BASIC as one computer language (*)
_____	_____	_____	Understand the importance and use of line numbers in a program(*)
_____	_____	_____	Use PRINT statements to print numbers, words, mathematical expressions, and blank lines (*)
_____	_____	_____	Read through a simple sample program (*)
_____	_____	_____	Write a simple program (*)
_____	_____	_____	Demonstrate ability to label programs with REM statements (*)

_____	_____	_____	Demonstrate ability to list programs and section of programs to printer (*)
_____	_____	_____	Understand and demonstrate the use of quotation marks in a program (*)
_____	_____	_____	Understand and demonstrate the use of commas, colons, question marks, and semi-colons in a program (*)
_____	_____	_____	Understand and demonstrate the use of variables in a program (*)
_____	_____	_____	Run a hard copy of program output (*)
_____	_____	_____	Differentiate between string and numerical variables (*)
_____	_____	_____	Demonstrate the ability to choose a logical sequence of steps to perform a task (*)
_____	_____	_____	Correlate flowcharting with programming (*)
_____	_____	_____	Write and test a program to solve a specified problem (*)
_____	_____	_____	Predict the outcome of a given program (*)

(*) = Optional

GRAPHICS/BASIC

I	R	M	
_____	_____	_____	Define graphics terminology and demonstrate related skills (*)
_____	_____	_____	Write and design a plot program for specific output with geometric shapes using a grid (*)
_____	_____	_____	Identify the plot coordinates of specific single square (*)
_____	_____	_____	Predict graphic output of horizontal lines, vertical lines, and plot programs (*)
_____	_____	_____	Construct diagonal lines using FOR/NEXT loops (*)
_____	_____	_____	Construct letter/number characters (*)
_____	_____	_____	Create an original graphic, using various colors and shapes (*)

(*) = Optional

GRAPHICS/OTHER

I	R	M	
_____	_____	_____	Create, edit, print and save using graphics software if available (*)

(*) = Optional

SPREADSHEET

I	R	M	
_____	_____	_____	Define a spreadsheet and describe its applications
_____	_____	_____	Define spreadsheet terminology and demonstrate related skills
_____	_____	_____	Load a spreadsheet
_____	_____	_____	Move the cursor easily along rows and columns
_____	_____	_____	Use a specific command to GOTO a particular cell

_____	_____	_____	Enter and change values and labels
_____	_____	_____	Use function commands to perform operations on rows and columns
_____	_____	_____	Insert into or delete from two columns and/or rows into an existing spreadsheet.
_____	_____	_____	Format labels for a block of cells
_____	_____	_____	Copy the contents of one cell to another, one column to another, one formula to another cell.
_____	_____	_____	Change the cell widths of an existing spreadsheet
_____	_____	_____	Align column right, left, or centered
_____	_____	_____	Change number style according to needs (general, percent, dollar, or exponential)
_____	_____	_____	Use the locking-cell function
_____	_____	_____	Use a spreadsheet for a specific purpose, such as computing grade averages
I	R	M	
_____	_____	_____	Recognize the application of spreadsheets by producing a document in another content area