**Example Technology Scope and Sequence**

The following K-12 Technology Scope and Sequence example was developed by the educational technology faculty at Shorecrest Preparatory School (www.shorecrest.org). Shorecrest is a preschool through high school non-sectarian, co-ed, independent school in St. Petersburg, Florida. Schools may use this scope and sequence to identify prerequisite technology skills and recognize students’ proficiency and progression across grade levels.

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Basic Operations & Concepts** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Identify the basic components of the computer: monitor, keyboard, mouse, headphones, ports, and printers. | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Turn on/off a computer, laptop and/or hand-held device and log in. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use a mouse or trackpad to manipulate shapes, icons; click on URLs, radio buttons, check boxes; use scroll bar. | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use desktop icons, windows, and menus to open and close applications and documents; understand the difference between closing and quitting applications. | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use shortcuts to operate the computer (i.e. Command-P, Command-C, Command-V). | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use gestures to navigate hand-held devices. | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use the print dialog box to select local printers and change settings (i.e. number of copies, color, paper size, orientation, scale, one-sided vs. two-sided). |  | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Utilize basic troubleshooting steps to solve technical problems independently. |  |  | **I** | **I** | **I** | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Apply prior technical knowledge and experiences to figure out how new technologies or applications work. |  | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Manage and deploy software updates. |  |  |  |  |  | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Logins/File Management** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use login credentials for access to network devices, accounts, servers, printers, and cloud services. |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Name documents with appropriate file names and understand where files are being saved. |  | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Create, save, edit, copy, and rename files and folders to organize documents and materials. |  | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Delete files and folders; recover files, and folders from the trash; empty trash. |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Retrieve previous file revisions/access revision history for documents located in cloud services. |  |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Download, upload, attach and zip files and folders via email or cloud services. |  |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use search tools to locate files and applications. |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Can associate document extensions with appropriate file types. |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Understand how cloud computing is different from using software applications. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Is able to upload/download/retrieve files to and from the cloud. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Personal Data Management** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Protect accounts by logging out of shared equipment. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Keep passwords confidential and be proactive if they are compromised. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use passcodes/passwords to secure individual devices. |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Create robust passwords and effectively manage password privacy. |  | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Find and adjust privacy settings. |  |  |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Online Safety** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use technology independently and with peers responsibly and make safe choices. |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Understand how to be safe online and in a digital world. | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |
| Understand the importance of not sharing personal information online. | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |
| Understand how to practice safe internet searches. |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |
| Evaluate whether sources/websites are safe to conduct research. |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |
| Understand the positive and negative effects social media sites can have on one’s life. |  |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Digital Identity** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recognize how overuse of technology can impact one’s mental, physical, and emotional health. |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** |
| Set appropriate profile pictures, and other profile content across social media, web pages, blogs, etc. |  |  |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **P** |
| Understand that digital content is permanent and cannot be deleted. |  |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |
| Build a positive digital footprint/reputation. |  |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** |
| Recognize the difference between active and passive data collection when using the internet and social media sites. |  |  |  |  |  |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** |
| Understand how browser settings such as cookies track personal information. |  |  |  |  |  |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Keyboarding** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use keyboarding programs and games to assist in development of skills. | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use proper posture and ergonomics. | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Locate and use letter and number keys with correct left- and right-hand placement (home row). | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Locate and use correct finger/hand for space bar, return/enter and shift key. | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Gain proficiency and speed in touch-typing. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Learn to use special characters as needed (i.e. accents, tilda). |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Painting & Drawing Programs** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use basic drawing tools including pencil, paint brush, shape, line, undo, redo, and eraser. | **I** | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use color palette/color wheel to change tool color. | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use selection tools to copy, paste, move, and modify work. |  |  | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use text tool to add text features to artwork. | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use basic design principles (i.e. whitespace, color, balance, texture). |  |  |  |  |  | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Communication & Collaboration Tools** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Is polite and respectful in all communications and collaborations using technological tools, using appropriate language at all times. | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use email, messaging, and other tools to share information and communicate ideas with others. |  |  | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Compose and send an email. |  |  | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Understand the difference between Reply Send, Reply All, and Forward when responding to an email. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Understand the difference between CC (carbon copy) and BCC (blind carbon copy) and use them appropriately. |  |  |  |  |  | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** |
| Attach a document or file to an email. |  |  |  |  | **I** | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use a course or learning management system to access class pages, class calendars, portfolios, and grades. |  |  | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use features of a course or learning management system such as discussion forums, polls, wikis, dropbox, etc. to access and complete assignments. |  |  | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Access calendar and student pages on school website as needed. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use audience response tools and apps to participate in class discussions. | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Set up, share and utilize collaborative workspaces, documents or other digital tools for asynchronous and synchronous collaboration. |  |  | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use synchronous collaboration tools such as video conferencing, interactive television, and voice over IP to connect with others. | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use virtual world and gaming tools to work collaboratively toward common goals. |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |
| Use social media tools to connect, collaborate, and share. |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use digital tools such as blogs, websites and social media to crowdsource, crowdfund and mobilize a community toward a goal. |  |  | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** |
| Create and maintain a digital portfolio or collection of works related to one’s learning. | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Word Processing** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use a word processing application to write, edit, print, and save assignments. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use the menu/toolbar functions to format, edit and print a document. |  | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Highlight, copy and paste text within a document or from an outside source. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Insert and resize images within a document. |  |  | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Copy, paste and resize images found from outside sources. |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use the menu/toolbar functions to format a paper using MLA, APA, or other appropriate style. |  |  |  |  | **I** | **I** | **I** | **R** | **P** | **P** | **P** | **P** | **P** |
| Proofread and edit writing using built-in resources (i.e. dictionary, spell checker, thesaurus, grammar check). |  | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Problem-Solving & Computational Thinking** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use technology tools to represent solutions to problems in a variety of ways including text, sounds, pictures, and numbers. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use technology resources and tools to solve age-appropriate computing problems or for independent learning. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Define an algorithm as a sequence of instructions and use the basic steps of algorithmic thinking to solve problems and design solutions. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use a block based visual programming interface to build a game, tell a story or solve a problem. | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use 2D design tools to create prototypes, models, and simulations to demonstrate solutions and ideas. | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use 3D design tools to create prototypes, models, and simulations to demonstrate solutions and ideas. | **I** | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Spreadsheets & Databases** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Understand that spreadsheets, databases, and other specialized data tools are used to collect, manage, analyze, and visualize data. |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, labels, chart, graph). |  |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Enter/edit data and text into a spreadsheet and format spreadsheet to accommodate data. |  |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Calculate numerical equations using spreadsheet formulas and functions. |  |  |  |  |  |  | **I** | **R** | **R** | **P** | **P** | **P** | **P** |
| Designate the format of a cell to accommodate different kinds of text and numerical data. |  |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Utilize spreadsheet data to create tables, charts and graphs. |  |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Identify and explain terms and concepts related to database systems (i.e. field, set, subset, query, ordered, sorted). |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Enter/edit data and/or text into a database and use queries to find information. |  |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use spreadsheets and databases to make predictions, solve problems and draw conclusions. |  |  |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Multimedia & Presentation Tools** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use a digital camera, video camera or camera on a hand-held device to take pictures and videos. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Capture images that incorporate rules of photography. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use photo and video editing tools to adjust images and add effects. | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Save images in multiple formats. |  |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use recording and editing equipment to record, edit and publish audio. | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Create, edit, and format text, visuals and audio within a multimedia presentation. | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Create a series of slides and organize them to present research or convey an idea. | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Copy/paste or import graphics within a multimedia presentation. Be able to change their size and position on a slide. |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Insert songs, videos, or other media on slides. |  | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Add a working hyperlink to a multimedia presentation. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Internet Searching & Online Databases** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use refresh, forward and back buttons to navigate a web browser. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use tab browsing to navigate multiple pages. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Create bookmarks and add frequently used sites to the bookmark bar. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Locate the URL of a website and make a distinction between the suffixes .org, .com, .edu, .net, .gov and international domains. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use age-appropriate search engines to find information. | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use browser search tools and advanced search features to find information. |  | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use a browser’s History feature to locate previously visited sites. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Identify and use hyperlinks within web pages or documents. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use digital tools or platforms to organize, display, annotate, and/or share a curated collection. |  |  |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** |
| Locate and add browser or other web apps or add-ons to customize learning. |  |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Access online catalogs and databases for research. |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Acceptable Use, Copyright & Plagiarism** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Locate required citation information on web pages and other digital resources and cite in the appropriate style. |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |
| Use age-appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance. |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |
| Transfer the information learned from online sources into your own words. |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** |
| Understand all rules and guidelines in the school’s Responsible Use Policy. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** |
| Understand Fair Use guidelines and their application to all forms of work. |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Organizational & Project Tools** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use a calendar, task manager or other tools to organize one’s self as well as manage projects. |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |
| Use age-appropriate note-taking tools. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use graphic organizers, brainstorming applications, or other digital tools to gather and organize information. | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use digital tools to create timelines of people, historical events, etc. to organize information sequentially. |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |

**Example Technology Scope and Sequence**

The following K-12 Technology Scope and Sequence example was developed by the educational technology faculty at Shorecrest Preparatory School (www.shorecrest.org). Shorecrest is a preschool through high school non-sectarian, co-ed, independent school in St. Petersburg, Florida. Schools may use this scope and sequence to identify prerequisite technology skills and recognize students’ proficiency and progression across grade levels.

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Basic Operations & Concepts** | **K** | **1** | **2** | **3** | **4** | **5** | **6** | **7** | **8** | **9** | **10** | **11** | **12** |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Identify the basic components of the computer: monitor, keyboard, mouse, headphones, ports, and printers. | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Turn on/off a computer, laptop and/or hand-held device and log in. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use a mouse or trackpad to manipulate shapes, icons; click on URLs, radio buttons, check boxes; use scroll bar. | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use desktop icons, windows, and menus to open and close applications and documents; understand the difference between closing and quitting applications. | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use shortcuts to operate the computer (i.e. Command-P, Command-C, Command-V). | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use gestures to navigate hand-held devices. | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use the print dialog box to select local printers and change settings (i.e. number of copies, color, paper size, orientation, scale, one-sided vs. two-sided). |  | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Utilize basic troubleshooting steps to solve technical problems independently. |  |  | **I** | **I** | **I** | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Apply prior technical knowledge and experiences to figure out how new technologies or applications work. |  | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Manage and deploy software updates. |  |  |  |  |  | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Logins/File Management** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use login credentials for access to network devices, accounts, servers, printers, and cloud services. |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Name documents with appropriate file names and understand where files are being saved. |  | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Create, save, edit, copy, and rename files and folders to organize documents and materials. |  | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Delete files and folders; recover files, and folders from the trash; empty trash. |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Retrieve previous file revisions/access revision history for documents located in cloud services. |  |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Download, upload, attach and zip files and folders via email or cloud services. |  |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use search tools to locate files and applications. |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Can associate document extensions with appropriate file types. |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Understand how cloud computing is different from using software applications. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Is able to upload/download/retrieve files to and from the cloud. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Personal Data Management** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Protect accounts by logging out of shared equipment. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Keep passwords confidential and be proactive if they are compromised. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use passcodes/passwords to secure individual devices. |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Create robust passwords and effectively manage password privacy. |  | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Find and adjust privacy settings. |  |  |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Online Safety** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use technology independently and with peers responsibly and make safe choices. |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Understand how to be safe online and in a digital world. | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |
| Understand the importance of not sharing personal information online. | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |
| Understand how to practice safe internet searches. |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |
| Evaluate whether sources/websites are safe to conduct research. |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |
| Understand the positive and negative effects social media sites can have on one’s life. |  |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Digital Identity** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Recognize how overuse of technology can impact one’s mental, physical, and emotional health. |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** |
| Set appropriate profile pictures, and other profile content across social media, web pages, blogs, etc. |  |  |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **P** |
| Understand that digital content is permanent and cannot be deleted. |  |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |
| Build a positive digital footprint/reputation. |  |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **R** |
| Recognize the difference between active and passive data collection when using the internet and social media sites. |  |  |  |  |  |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** |
| Understand how browser settings such as cookies track personal information. |  |  |  |  |  |  | **R** | **R** | **R** | **R** | **R** | **R** | **R** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Keyboarding** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use keyboarding programs and games to assist in development of skills. | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use proper posture and ergonomics. | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Locate and use letter and number keys with correct left- and right-hand placement (home row). | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Locate and use correct finger/hand for space bar, return/enter and shift key. | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Gain proficiency and speed in touch-typing. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Learn to use special characters as needed (i.e. accents, tilda). |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Painting & Drawing Programs** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use basic drawing tools including pencil, paint brush, shape, line, undo, redo, and eraser. | **I** | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use color palette/color wheel to change tool color. | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use selection tools to copy, paste, move, and modify work. |  |  | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use text tool to add text features to artwork. | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use basic design principles (i.e. whitespace, color, balance, texture). |  |  |  |  |  | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Communication & Collaboration Tools** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Is polite and respectful in all communications and collaborations using technological tools, using appropriate language at all times. | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use email, messaging, and other tools to share information and communicate ideas with others. |  |  | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Compose and send an email. |  |  | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Understand the difference between Reply Send, Reply All, and Forward when responding to an email. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Understand the difference between CC (carbon copy) and BCC (blind carbon copy) and use them appropriately. |  |  |  |  |  | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** |
| Attach a document or file to an email. |  |  |  |  | **I** | **I** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use a course or learning management system to access class pages, class calendars, portfolios, and grades. |  |  | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use features of a course or learning management system such as discussion forums, polls, wikis, dropbox, etc. to access and complete assignments. |  |  | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Access calendar and student pages on school website as needed. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use audience response tools and apps to participate in class discussions. | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Set up, share and utilize collaborative workspaces, documents or other digital tools for asynchronous and synchronous collaboration. |  |  | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use synchronous collaboration tools such as video conferencing, interactive television, and voice over IP to connect with others. | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use virtual world and gaming tools to work collaboratively toward common goals. |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |
| Use social media tools to connect, collaborate, and share. |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use digital tools such as blogs, websites and social media to crowdsource, crowdfund and mobilize a community toward a goal. |  |  | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** |
| Create and maintain a digital portfolio or collection of works related to one’s learning. | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Word Processing** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use a word processing application to write, edit, print, and save assignments. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use the menu/toolbar functions to format, edit and print a document. |  | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Highlight, copy and paste text within a document or from an outside source. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Insert and resize images within a document. |  |  | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Copy, paste and resize images found from outside sources. |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use the menu/toolbar functions to format a paper using MLA, APA, or other appropriate style. |  |  |  |  | **I** | **I** | **I** | **R** | **P** | **P** | **P** | **P** | **P** |
| Proofread and edit writing using built-in resources (i.e. dictionary, spell checker, thesaurus, grammar check). |  | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Problem-Solving & Computational Thinking** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use technology tools to represent solutions to problems in a variety of ways including text, sounds, pictures, and numbers. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use technology resources and tools to solve age-appropriate computing problems or for independent learning. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Define an algorithm as a sequence of instructions and use the basic steps of algorithmic thinking to solve problems and design solutions. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use a block based visual programming interface to build a game, tell a story or solve a problem. | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use 2D design tools to create prototypes, models, and simulations to demonstrate solutions and ideas. | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use 3D design tools to create prototypes, models, and simulations to demonstrate solutions and ideas. | **I** | **I** | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Spreadsheets & Databases** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Understand that spreadsheets, databases, and other specialized data tools are used to collect, manage, analyze, and visualize data. |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, labels, chart, graph). |  |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Enter/edit data and text into a spreadsheet and format spreadsheet to accommodate data. |  |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Calculate numerical equations using spreadsheet formulas and functions. |  |  |  |  |  |  | **I** | **R** | **R** | **P** | **P** | **P** | **P** |
| Designate the format of a cell to accommodate different kinds of text and numerical data. |  |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Utilize spreadsheet data to create tables, charts and graphs. |  |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Identify and explain terms and concepts related to database systems (i.e. field, set, subset, query, ordered, sorted). |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Enter/edit data and/or text into a database and use queries to find information. |  |  |  | **I** | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use spreadsheets and databases to make predictions, solve problems and draw conclusions. |  |  |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Multimedia & Presentation Tools** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use a digital camera, video camera or camera on a hand-held device to take pictures and videos. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Capture images that incorporate rules of photography. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use photo and video editing tools to adjust images and add effects. | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Save images in multiple formats. |  |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Use recording and editing equipment to record, edit and publish audio. | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Create, edit, and format text, visuals and audio within a multimedia presentation. | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Create a series of slides and organize them to present research or convey an idea. | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Copy/paste or import graphics within a multimedia presentation. Be able to change their size and position on a slide. |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Insert songs, videos, or other media on slides. |  | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Add a working hyperlink to a multimedia presentation. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Internet Searching & Online Databases** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use refresh, forward and back buttons to navigate a web browser. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use tab browsing to navigate multiple pages. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Create bookmarks and add frequently used sites to the bookmark bar. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Locate the URL of a website and make a distinction between the suffixes .org, .com, .edu, .net, .gov and international domains. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use age-appropriate search engines to find information. | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use browser search tools and advanced search features to find information. |  | **I** | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use a browser’s History feature to locate previously visited sites. |  |  | **I** | **I** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Identify and use hyperlinks within web pages or documents. | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use digital tools or platforms to organize, display, annotate, and/or share a curated collection. |  |  |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** |
| Locate and add browser or other web apps or add-ons to customize learning. |  |  |  |  | **I** | **I** | **R** | **R** | **P** | **P** | **P** | **P** | **P** |
| Access online catalogs and databases for research. |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Acceptable Use, Copyright & Plagiarism** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Locate required citation information on web pages and other digital resources and cite in the appropriate style. |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |
| Use age-appropriate guidelines to evaluate websites and other resources for accuracy, perspective, credibility, and relevance. |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |
| Transfer the information learned from online sources into your own words. |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** |
| Understand all rules and guidelines in the school’s Responsible Use Policy. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **R** | **R** | **P** | **P** | **P** |
| Understand Fair Use guidelines and their application to all forms of work. |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** |

**TECHNOLOGY SCOPE AND SEQUENCE [Key = Introduce (I), Reinforce(R), Proficient(P)]**

| **Organizational & Project Tools** | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
| --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- | --- |
| Use a calendar, task manager or other tools to organize one’s self as well as manage projects. |  |  | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** |
| Use age-appropriate note-taking tools. | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use graphic organizers, brainstorming applications, or other digital tools to gather and organize information. | **I** | **I** | **R** | **R** | **R** | **R** | **P** | **P** | **P** | **P** | **P** | **P** | **P** |
| Use digital tools to create timelines of people, historical events, etc. to organize information sequentially. |  |  | **I** | **I** | **I** | **I** | **R** | **R** | **R** | **R** | **R** | **P** | **P** |