

✓✓ Technology Integration Outcomes Checklist ✓✓

Check the box that is most appropriate.

A = Awareness

G = Guided

I = Independant

Computer Systems	A	G	I	
make use of help features to independently find solutions to problems				
login, open and close a program, open, save and close a file with mouse				
demonstrate proper use of login numbers and names, set-up and change passwords, and be aware of implications of multiple logins				
begin to work with more than one file open at once (multi-task)				
differentiate between "Save" and "Save as..."				
be able to identify the common windows components of a given software screen (eg. menu bar, button bar, cursor, insertion point)				
have an understanding of file management (drives and folders, rename, select, move, copy, paste, delete, display format, backup, etc.)				
understand how to display file properties				
understand the difference between software and hardware				
identify system specifications and be aware of compatibility issues between the hardware and the software (processor speed and type, RAM, hard drive size, optical drive, connection types, video card, sound card, monitor, network cards)				
understand how and when to re-boot (warm boot vs cold boot)				
describe networks, file servers, connections (wireless, line types and speeds)				
demonstrate proper use of network printing, choose proper printer, recognizes process and purpose of Print Queues				
identify computer viruses, how they are transmitted and how anti-virus software is used to protect or clean a computer				
identify SPAM, pop-up ads, spyware and other invasive software coding				
modify and utilize master pages/templates				
import and export files to other formats (.html, .pdf)				
identify technologies that are found in everyday life				

Social, Ethical, and Health	A	G	I	
identify aspects of an ergonomic workstation (lighting, monitor angle, work placement, keyboard height, seat height, posture, etc.)				
demonstrate proper touch keyboarding techniques (ie: home row, quick key strokes, proper reaches)				
examine current Canadian law governing the use of technology				
determine the technological requirements for specific career goals				
respect equipment and other student's work				
work co-operatively at work station				
adhere to acceptable use agreement for work station/network/Internet				
use electronic communication etiquette				
adhere to rules of freeware, shareware and commercial ware				
adhere to copyright and privacy laws, give credit to sources of information (MLA, APA)				
identify ethical issues involved with Internet content, awareness of inappropriate use of technology				
demonstrate caution before sending personal information over the internet				
follow publishing etiquette (suitable language, no discrimination, etc.). Adhere to the guidelines for school web pages as outlined by PEI Department of Education.				

Internet	A	G	I	
demonstrate awareness of the Internet as a source of information				
use various tools (search engines and directories) and strategies necessary to carry out research				
obtain/download material (text, graphics, files) from Internet				
Use the various browser navigation tools (back, forward, history)				
manage bookmarks/favorites				
distinguish among various file formats (file extensions), required plugins, file compression/decompression utilities				
discuss ways in which the Internet is evolving				
critically evaluate information and its source based on pre-determined criteria				

Concept Maps	A	G	I	
use brainstorming techniques to generate ideas				
create a web (i.e.: literary, concept, character, word, Venn Diagrams, and timelines)				
categorize ideas graphically				
create links between ideas, re-link or delete links between ideas				
elaborate on ideas (i.e. adding notes, annotations, etc.)				
add fonts, graphics, sound, and colours to enhance ideas				
create hyperlinks to files, web sites, or multimedia content				

Graphics	A	G	I	
create illustrations or graphics by using the various drawing tools				
apply principles of design				
demonstrate various object editing features (ie. select, unselect, resize, crop, area fill, add colour and pattern, size adjustment using the mouse or scale, various erasing techniques, object orientation, changing font and text size, colour or appearance, creating text blocks, change text wrap selection and other text manipulation functions)				
carry out various object manipulations (ie. object alignment, creation of graphics in layers, grouping/un-grouping components of an image)				
use other graphic creation tools (i.e. clone brush, colour replacements, effects and filters, hexadecimal (RGB and CMYK colour values)				
convert various graphic formats between vector (ie: .png, .psp, .cdr) and bitmap images (ie: .wmf, .tif, .bmp, .gif, jpeg, .jpg), import a graphic file from another source				

Spreadsheets	A	G	I	
plan / design a spreadsheet to organize and tabulate data from various sources (to make a schedule, tally/score sheet, solve a mathematical word problem)				
correct errors, modify or delete data in a cell				
design own formulas incorporating functions {if SUM(B1..D1)>0, @SUM(B1..D1), 0} and absolute / relative cell references				
use different types of graphs / charts (line, pie, bar) to visually represent data; label graph components (legend, title, x-y axis, colour, fill pattern)				
identify spreadsheet components and terminology (rows and columns, cell addresses, data entry bar)				
identify different types of cell data (text, numeric, function, date)				
enter data into simple preexisting spreadsheets, auto fill data, data entry bar, sort data				
edit spreadsheet layout (insert and delete rows or columns, select a range of cells, alter column widths and row heights, locking row and column headings, lock and unlock cell(s), fixed titles)				
enter formulas to perform calculations across columns, rows, cells, move/copy data or formulas from one area of spreadsheet to another				
format numbers (decimal places, currency, etc.), format text (font, colour, size)				
create links [between notebooks (tabs or sheets), external files, graphs, charts, website]				

Word Processing	A	G	I	
create and edit data files and form documents to perform a merge				
identify examples of desktop publishing (i.e. newspaper, catalogue, ads, brochure)				
use a grade level appropriate wordprocessor to create and edit written work				
locate characters on a keyboard and identify functions of word processing (ie. cursor, insertion point, enter key, space bar, upper case, backspace, shortcut key)				
use editing tools to revise work (i.e. spell check, thesaurus, find and replace)				
change font, size, colour, style (ie. bold, italics, underline, insert special characters, drop capitals)				
format text (ie. justification, line spacing, outlines and bullets, text wrap)				
format documents (ie. using margins, tab rulers, indents, page center, border, watermark)				
insert a graphic and manipulate, (ie. resize, add borders and fill, create text art)				
insert and format tables and text boxes (ie. lines, fill, columns, rows, borders, alignment)				
format multi-page documents with headers, footers, page numbers, page breaks and keep text together function, change page orientation/size (ie. text presentation features)				
insert automated features (ie. date and file stamp)				

Multimedia	A	G	I	
apply planning strategies, (storyboards, scripts, graphic organizing, brainstorming)				
create an age/grade appropriate slide show presentation that may contain one or more of the following objects (text, graphics, images, animations, audio and video)				
describe situations where streaming video and audio is appropriate				
create graphics, audio and video special effects (animation, virtual reality, panorama)				
select appropriate medium to convey a message (be conscious of file size, formats and storage location)				
navigate multimedia resources such as slide shows, online resources or CD rom interactive educational activities				
use multimedia creation and editing tools (screen captures, scanner, sound recording, digital image editing software: still and video)				
convert file formats for a particular application (.jpg, gif, .bmp, mp3, wav, avi, mpeg, mov, etc.)				
use proper tools and procedures to enhance product quality. (Microphones, lighting, camera movement, instrumentation, teleprompters, assign various responsibilities to a production team.)				

Database	A	G	I	
use an existing database (CD ROM, Microcat, Dynex, Internet search engine) to find information (sign up for Provincial Library Card - Abbycat)				
perform searches on a database file using logical and Boolean operators (understands commands, scope, filters, and conditions)				
design/plan a database to use as a method of organizing information				
create and modify a form (add graphics, and error checking routines)				
use databases to analyze data and look for trends				
enter data into a pre-existing database, edit data, and use automated text				
create fields and with variable field types (numeric, text, date) and properties (color, width, font, etc.)				
restructure database (add / delete fields, change field width)				
sort records alphabetically, numerically and by multiple fields				
create a report from the entire database or selected records				
create a report with automated summaries and calculations (understand logic, date and summary field types)				
bring database information into a word processing environment ie: (Mail Merges)				
distinguish between the two general types of database management systems (flat and relational)				
examine functions and implications of database driven websites (ie: online purchasing, searching, and password secured sites)				

Telecommunications	A	G	I	
<i>Email:</i>				
send messages				
open messages				
manage mail/folders				
manage address books				
use distribution lists				
send and open attachments				
create signatures				
apply filters and rules				
use calendar features such as appointments, tasks, reminder notes/memos				
<i>E-Learning/Collaborative tools:</i>				
<i>Students will be expected to:</i>				
collaborate using software: (ie. whiteboard, slideshow, application sharing, chat, messaging, send and receive files, photos, group file sharing, resource sharing (links), online content creation and sharing, assignment drop box, video and audio, discussion forums, journal.)				
use the organizational features of collaborative tools such as scheduling, calendaring, and interactive syllabus				

Web Authoring	A	G	I	
identify web page creation possibilities				
create appropriate text and image file formats				
create an interactive webpage. (online surveys, forms, interactive database, polls)				
examine html tags				
create a basic web page (may include backgrounds, images, hyperlinks, tables)				
indicate where file or page is hosted (server, web server, hosting service)				
apply website file management and transfer files to and from web servers (ftp), edit pages online				
use special features (image maps, cascading style sheets, frames, rollovers, layers)				
embed objects (audio, video, pdfs, animation, Flash, Java Script Applet,)				
describe standards which guide web based publication (W3C accessibility guidelines)				