

Colour Key:

Black - from ACARA ICT Capability Learning Continuum

Red - from the *Seisen Research Skills Continuum*

Blue - from the *Seisen 1-6 ICT Curriculum*

Common sense education (Digital Citizenship)

Purple highlighted outcomes come from the [US Common Core Standards](#)

Investigating

Investigating is to carry out a purposeful inquiry or research, to test existing understanding, discover new information and create new understanding. Through investigation, learners critically evaluate a variety of sources, making connections and synthesizing findings to apply knowledge to real-life contexts.

Phase 1 (Kindergarten)		
<i>Define and plan information searches</i>	<i>Locate, retrieve and generate data and information</i>	<i>Select and evaluate data and information</i>
<ul style="list-style-type: none">Use ICT to identify where information is located	<ul style="list-style-type: none">Use icons to locate or generate required information	<ul style="list-style-type: none">Explain how located data or information was used
Phase 2 (Grades 1-2)		
<i>Define and plan information searches</i>	<i>Locate, retrieve and generate data and information</i>	<i>Select and evaluate data and information</i>
<ul style="list-style-type: none">Use ICT to identify, record and classify texts and graphics to show what is known and what needs to be investigated	<ul style="list-style-type: none">Locate information from a given set of digital sourcesIdentify and open a web browser (Safari or Google Chrome) Recognize browser icon. (compass / 4 colour circle)Recognize & Use navigation tools (back, forward, home, refresh)Identify and use address barBe aware of the difference between address bar and browser searchClose tabs and windows as requiredLocate & open applications using the dock or spotlight search	<ul style="list-style-type: none">Explain the usefulness of located data or information
Phase 3 (Grades 3-4)		
<i>Define and plan information searches</i>	<i>Locate, retrieve and generate data and information</i>	<i>Select and evaluate data and information</i>
<ul style="list-style-type: none">Use ICT to plan an information search or generate information, recognising some pattern within the informationWhat is meant by the term: Internet, Web, Browser, Search Engine.What does the Internet look like? How is it connected? How does the Internet work?	<ul style="list-style-type: none">Locate, retrieve or generate information from a range of digital sourcesOpen a web browser, use correct tools to navigate through an online learning site (Raz Kids, Mathletics)Use online mapping tools (e.g. Mind-Mup or other Google Chrome extensions to organize an inquiry.	<ul style="list-style-type: none">Explain why located data or information was selectedSelect image search results and offer just reason for choice (size, background colour, definition)Make an informed choice, and analyse the choice of browser or device
Phase 4 (Grades 5-6)		
<i>Define and plan information searches</i>	<i>Locate, retrieve and generate data and information</i>	<i>Select and evaluate data and information</i>



<ul style="list-style-type: none"> Recognise the need to locate a variety of resources representing a range of views Plan appropriate investigation methods to answer questions or solve problems Establish a timeline for research using an online tool (such as Google Calendar) Follow a search plan using keywords and related terms Determine the type of resources most appropriate for the topic by evaluating resources and discarding those which are unsuitable Become familiar with a limited number of search engines and databases and how they function Use a range of ICT to identify and represent patterns in sets of information and to pose questions to guide searching for, or generating, further information 	<ul style="list-style-type: none"> Identify and clarify relevant information and prioritise ideas Use simple and combined terms when using advanced search tools Select an appropriate graphic organizer or note taking system to use when collecting information (including flowcharts, timelines, concept mapping, spreadsheets, graphs and databases) Organize information using a variety of strategies 	<ul style="list-style-type: none"> Compare different sources for opposing viewpoints, biases, accuracy and assesses the credibility of each Recognize that search results are ranked and dependent on key search terms used Recognize the need for adequate information and data and seeks more if necessary Analyze, condense and combine relevant information from multiple sources Understand that social networking and interactive sites provide new and different sources of information and knowledge that may provide an individual perspective and subjective opinion but are not necessarily correct Identify patterns in the data, suggest explanations for discrepancies, and summarize the data Reflect on how ICT sources have assisted inquiry
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Digital Citizenship

Becoming a responsible digital citizen involves using ICT to make informed and ethical choices while acting with integrity and honesty. In a globally connected digital world, learners are empowered to be responsible for their actions, to value others' rights and to practise safe and legal behaviours.

Phase 1 (Kindergarten)		
<i>Recognize intellectual property</i>	<i>Apply digital information security practices Apply personal security protocols</i>	<i>Identify the impacts of ICT in society</i>
<ul style="list-style-type: none"> Recognise ownership over their own digital work 	<ul style="list-style-type: none"> Follow class rules about using digital information Follow class agreements when sharing information with unknow audiences and demonstrate an awareness of applying social protocols when using ICT to communicate 	<ul style="list-style-type: none"> Identify how they use ICT in multiple ways on multiple devices
Phase 2 (Grades 1-2)		
<i>Recognize intellectual property</i>	<i>Apply digital information security practices Apply personal security protocols</i>	<i>Identify the impacts of ICT in society</i>
<ul style="list-style-type: none"> Recognise ownership of digital products that others produce and that what they create or provide can be used or misused by others 	<ul style="list-style-type: none"> Follow class guidelines when sharing personal information Apply basic protocols when using ICT to communicate with unknown audiences Recognise the need to keep passwords & usernames safe Demonstrate appropriate and safe behaviour while using devices 	<ul style="list-style-type: none"> Identify how ICT is used at home and school



Phase 3 (Grades 3-4)		
Recognize intellectual property	Apply digital information security practices Apply personal security protocols	Identify the impacts of ICT in society
<ul style="list-style-type: none"> • Acknowledge when they use digital products created by someone else, and start to indicate source • Ownership of creative work <ul style="list-style-type: none"> ◦ Define the terms copyright, usage • Search and select images using <i>search usage tools</i> (e.g. size, colour, type, time, usage rights, etc) 	<ul style="list-style-type: none"> • Apply essential agreements to avoid common dangers to personal security • Follow school agreements for online learning environments • Recognise examples and non-examples of appropriate online behaviour (e.g. when posting and replying to social media) • Apply appropriate online behaviour when posting and replying on social media • Use Gmail as a way of collaborating, and communicating online 	<ul style="list-style-type: none"> • Identify the value and role of ICT use at home and school • Analyse the benefits and challenges of ICT use in society
Phase 4 (Grades 5-6)		
Recognize intellectual property	Apply digital information security practices Apply personal security protocols	Identify the impacts of ICT in society
<ul style="list-style-type: none"> • Conform to intellectual property and copyright laws by acknowledging the ownership of digital information • Develop an awareness of digital theft and plagiarism • Understand copyright, fair use and the rights they have as creators • Reflect on their responsibilities as creators and users of creative work 	<ul style="list-style-type: none"> • Identify and value the rights to identity, privacy and emotional safety for themselves and others when using ICT • Make decisions about the appropriate permission level / sharing options of online work (For example, through Google Drive and Google Sites) • Comply with school expectations and protocols when using ICT (e.g. closing laptops halfway when somebody may be speaking; having screens visible to teachers at all times; no videos/music open in background tabs; headphones only used for educational purposes, etc.) • Use online communication tools responsibly (such as blog commenting and emails) • Understand that presenting themselves in different ways online carries both benefits and risks • Use tools (such as Creative Commons) to identify ownership of digital products • Show how a digital footprint can be searched, copied, passed on and controlled 	<ul style="list-style-type: none"> • Explain the benefits and risks of the use of ICT in school and home environments • Understand the difference between being a passive bystander versus a brave upstanders in cyberbullying situations • Understand the difference between being a creator and a producer of digital content • Review their media habits and reflect on the array of digital media in their lives • Understand the benefits of online talk and messaging, and understand how to handle situations or online behaviour which may make them feel uncomfortable



- Understand that anyone can publish on the web so not all sites are equally trustworthy

Where do we insert the message about safe use of the physical device & expectations for this? 45 degrees etc.

Organising

Phase 1 (Kindergarten)
<i>Managing Digital Data Use of Google Educational Apps / G-Suite</i>
<ul style="list-style-type: none"> • Save and retrieve digital creations on a device
Phase 2 (Grade 1-2)
<i>Managing Digital Data Use of Google Educational Apps / G-Suite</i>
<ul style="list-style-type: none"> • Save and retrieve digital creations on multiple devices (e.g. iPad, Laptop, desktop)
Phase 3 (Grade 3-4)
<i>Managing Digital Data Use of Google Educational Apps / G-Suite</i>
<p>Google Drive</p> <ul style="list-style-type: none"> • Recognise Google Drive as a 'digital desk' to organise documents and creations • Move Documents between folders • Understand the layout of Google Drive <ul style="list-style-type: none"> ◦ File Directory > Grade Folder > Sub folders • Identify Key Components <ul style="list-style-type: none"> ◦ Menu Bar, sidebar, folders, buttons, files, search bar • Define Key Vocabulary <ul style="list-style-type: none"> ◦ Menu Bar, Sidebar, Pathways
Phase 4 (Grades 5-6)
<i>Managing Digital Data Use of Google Educational Apps / G-Suite</i>
<p>Google Drive:</p> <ul style="list-style-type: none"> • Understand that there are a variety of ways to organise files into Google folders (such as): <ul style="list-style-type: none"> ◦ Use the folder icon within a document ◦ Create a document within a folder ◦ Drag a document into a side bar • Locate folders and files using Advance Search Tools (<i>More Tools</i>) • Understand the relationship between Google Sites and Google Drive and use appropriate permission settings



Google Forms:

- Understand and use Google Forms as a special extension of Google Sheets
- Use Google forms to find patterns and/or correlations in data
- Understand that questions can be designed in Google forms to help organise and analyse data from the generated spreadsheet
- Decide on the most appropriate question types to include when using Google Forms (short text, paragraph, multiple choice, checkboxes, list, scale and grid)
- Create a form document to publish to the web that will accept data and populate a spreadsheet behind the scenes
- Manage and maintain data on different storage mediums.
- Use spreadsheets to organise, edit and analyse different types of information
- Understand how formulas work within a spreadsheet and use to analyse data

Creating

Creating is a process through which learners are provided with an opportunity to innovate and test boundaries. Learners construct meaning, apply critical thinking and original ideas to real-world situations, and share knowledge through self-expression, problem-posing and problem-solving, and reflection.

Phase 1 (Kindergarten)

Use of Google Educational Applications

Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr.)

- Take photos
- Make video
- Add narration

Phase 2 (Grades 1-2)

Use of Google Educational Applications

- **Use ipad apps (E.g. Seesaw, Chatterpix, Chatterkids, Pic Collage, Scratch Jr.)**
 - Take a photo within applications(Camera app, Seesaw)
 - Import photographs from the camera roll
 - Create a collage with more than one photo (Pic Collage)
 - Take a video (Camera app, Seesaw)
 - Import a video from the camera roll
 - Explore a variety of story publishing/creation applications (Stop Motion Studio, Book Creator, Puppet Pals, Doodlecast, Edu Creation, Seesaw)
- **Use a word processing tool to create various genres of writing (Word, Pages, Powerpoint, Keynote, Seesaw)**
 - Create a new document
 - Create a document from a shared template
 - Recognise and locate Icons
 - Highlight text, copy and paste text
 - Use menu / toolbar functions (e.g. font / size / style) to format, edit and print a document
 - Copy and paste images within a document and from outside sources
 - Insert and size a graphic in a document
- **Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)**
 - Create, edit and format text on a slide



- Create a series of slides to convey an idea
- Take a survey (e.g. Kahoot, Mentimeter)

Phase 3 (Grades 3-4)

Use of Google Educational Applications (+Extensions & Apps)

- **Use ipad apps**
- Use **Google Docs (word processing tool)** to create various genres of writing
 - Create new or from template - or shared document
 - Recognise and locate icons
 - Use menu / toolbar functions (e.g. font / size / style, line spacing, margins) to format, edit and print a document
 - Insert and size a graphic in a document, selecting the appropriate wrapping (wrap text, break text, in line)
 - Use the word processor's dictionary to find definitions and synonyms for a word
 - Revise and edit writing using the Tools menu (Spelling, Define, Word Count, Explore)
 - Use *appropriate* menu bar tools to format text
 - Enhance digital quality using images
 - Use Insert hyperlinks into documents
- Collect, combine and manipulate digital images, texts and sounds when creating digital products (using Google Drawing) other Graphic Design Tools
 - Enhance digital quality using shapes, images and text boxes
- Use Google Forms
 - Create a survey to collect data
 - Formulate survey questions
 - Select the appropriate response format for questions on a survey (short answer, paragraph, multiple choice)
- Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)
 - Create, edit and format text on a slide
 - Create a series of slides and organise them to present research or convey an idea
 - Copy and paste or import graphics; change their size and position on a slide
 - Use painting and drawing tools / applications to create and edit work
 - Create a new drawing or manipulate a template or shared drawing
 - Recognise and locate Icons (zoom, select, line, shape, text box, image, add comment)
 - Use appropriate menu bar tools to create graphic designs (drawings, posters)
 - Enhance digital quality using shapes, images and text boxes
 - Create and share oral/video presentations using iPad apps (Doodlecast, EduCreations,)
 - Photo Collages
 - Select photo from camera
 - Edit multiple photos for size and orientation (crop and rotate)
 - Save to camera roll
 - Print and share
- Spreadsheets (tables, charts and graphs)
- Demonstrate an understanding of the spreadsheet as a tool to record, organise and graph information
 - Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, labels, chart, graph)
 - Use mathematical symbols (e.g. + add, - minus, *multiply, / divide)
 - Use spreadsheets and other applications to make predictions, solve problems and draw conclusions



- Recognise and locate Icons
- Use appropriate menu bar tools to create graphs and charts

Phase 4 (Grades 5-6)

Use of Google Educational Apps (+ Extensions & Apps)

- Use **Google Docs (word processing tool)** to create various genres of writing
 - Create new or from template - or shared document
 - Recognise and locate icons
 - Use menu / toolbar functions (e.g. font / size / style, line spacing, margins) to format, edit and print a document
 - Insert and size a graphic in a document, selecting the appropriate wrapping (wrap text, break text, in line)
 - Use *appropriate* menu bar tools to format text
 - Enhance digital quality using images
 - Use links
- *Collect, combine and manipulate* (edit Copy and Paste) digital images, texts and sounds when creating digital products (using **Google Drawing**) other Graphic Design Tools
 - Create New or from Template - or shared Drawing
 - Recognise and Locate Icons
 - Use appropriate menu bar tools to create graphic designs (drawings, posters), including arrangement
 - Enhance digital quality using shapes, images and text boxes
- Use Google Forms
 - Create a survey to collect data
 - Formulate survey questions that allow for manipulation of spreadsheet data
 - Add images and videos to surveys
 - Select the appropriate response format for questions on a survey (short answer, paragraph, multiple choice, dropdown, checkboxes,)
- Use Sites
 - Eportfolios
 - Create new site
 - Insert new page(s)
 - Rename page(s)
 - Insert media
 - Share and publish
- Multimedia and Presentation Tools (Slides, Graphics, Painting and Drawing Tools, videos)
 - Create a series of slides and organise them to present research or convey an idea
 - Copy and paste or import graphics; change their size and position on a slide
 - Use painting and drawing tools / applications to create and edit work
 - Watch online videos and manipulate the speed to suit the circumstance (e.g. slowing down for taking notes, speeding up for recapping an idea/concept)
 - Create notes/flash cards, visual prompts, visual discussions, repositories of images with citations
 - Analyse different presentation tools (Prezi, Keynote, Slides, Slide Rocket, etc.)
 - Select a presentation tool (Prezi, Keynote, Slides, Slide Rocket, etc.) based on awareness of audience and purpose
- Use Sheets (Spreadsheet and introduce Number) to create graphs and charts.
 - Demonstrate an understanding of the spreadsheet as a tool to record, organise and graph information
 - Identify and explain terms and concepts related to spreadsheets (i.e. cell, column, row, values, labels, chart, graph)
 - Enter / edit data in spreadsheets and perform calculations using formulas



- Use mathematical symbols (e.g. + add, - minus, *multiply, / divide, ^exponents)
- Use spreadsheets and other applications to make predictions, solve problems and draw conclusions
- Recognise and Locate Icons
- Use appropriate menu bar tools to create graphs and charts
- Photos
 - Create digitally modified images
 - Photoshop Express
 - Snap seed
- Movies (imovie, YouTube Editor)
 - Fonts, titles, animations, images, slides, transitions, cropping, annotations and sound
 - Layout
 - Export and share
- Music (Introduce Garageband)
 - Recognise and locate Icons
 - Use appropriate menu bar tools to create original content
- Photo collages using web based tools (Canva)
 - Create collage design
 - Create Infographics, brochures
- Publishing
 - Class blog content
 - Video and movies using eportfolio
- Create and publish e-book (Book creator)

Collaborating and Communicating

Collaborating is the process through which learners validate and negotiate ideas and reach a deeper understanding and a global perspective. Learners are empowered through digital media and environments and through active participation in creating and sharing knowledge.

Communicating is the exchange of information with various audiences using a range of media and formats. Effective communicators contribute to cross-cultural understanding, make informed choices when deciding on tools to articulate meaning, and provide relevant, significant feedback to others.

Phase 2 (Grades 1-2)

Use Educational Apps to collaborate, share and exchange

- Use non-Google educational apps (e.g. Padlet and Seesaw) to communicate and collaborate with peers and other appropriate audiences (local, national, global, other PYP schools)



Examples

Phase 3 (Grades 3-4)

Use Educational Apps to collaborate, share and exchange

- Access student Google account
- Check, reply to, compose and send emails
- Use email accounts in accordance to school guidelines (e.g. between hours of 7am-7pm)
- Distinguish between the 'chat' and 'comment' features of Google Docs
- Identify examples and non-examples of appropriate and meaningful comments
- Contribute thoughts and ideas in the form of comments or chat
- Share documents and folders with individuals and groups
- Manage the share settings of a document and folder in Google Drive
- Communicate understanding, new knowledge, follow directions and demonstrate digital citizenship when using Learning Platforms (Google Classroom and Seesaw).
- Take part in online projects or active collaborations with appropriate local and global audiences (parents / PYP community)

Phase 4 (Grades 5-6)

Use of Google Educational Apps to collaborate, share and exchange

- Use Gmail advanced organising tools (star, mark as important, labels, tabs)
- Make use of the advanced settings in Gmail to search for emails
- Organise email contacts into groups
- Share documents and folders with individuals and groups
- Manage the share settings of a document and folder in Google Drive
- Notify a collaborator of changes to a document by tagging them in a comment
- Review the Revision History of a document to identify changes made by collaborators
- Communicate understanding, new knowledge, follow directions and demonstrate digital citizenship when using Learning Platforms (Google Classroom, Google Sites & Blogger).
- Create and contribute to conversations, record observations and add images using Google Classrooms, Google Documents
- Take part in online projects or active collaborations with appropriate local and global audiences (parents / PYP community)
- Use email accounts in accordance to school guidelines (e.g. between hours of 7am-7pm)

Computing

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Phase 1 KG

Phase 1



Algorithms and programming	Data and information	How computers work	Communication and e-safety
<ul style="list-style-type: none"> • To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions. • Explain that an algorithm is a way of solving a problem • Know that algorithms can be followed by humans • Create algorithms with clear instructions • Give examples of algorithms in everyday life 	<ul style="list-style-type: none"> • To use technology purposefully to organise digital content • To use technology purposefully to organise digital content • To use technology purposefully to manipulate digital content 	<ul style="list-style-type: none"> • To recognise common uses of information beyond schools • Name devices that contain computers • Recognise common uses of computers in everyday life in school • Recognise common uses of computers in everyday life outside of school • Name the parts of a computer and describe their function. 	<ul style="list-style-type: none"> • To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content of contact on the internet or other online technologies. • Recognise what personal information is and keep it private • Know where to go for help and support when they have concerns about content on the internet • Use technology safely and responsibly

Computing

DRAFT 2016 - 17

Phase 2 1/2

Phase 2			
Algorithms and programming	Data and information	How computers work	Communication and e-safety
<p>To understand what algorithms are; how they are implemented as programs on digital devices; and that programs execute by following precise and unambiguous instructions.</p> <p>To create and debug simple programs</p> <p>To use logical reasoning to predict the behaviour of simple programs</p> <p>Explain that an algorithm is a way of solving a problem</p> <p>Know that algorithms can be followed by humans and computers</p> <p>Create algorithms with precise and clear instructions</p> <p>Give examples of algorithms in everyday life</p>	<p>To technology purposefully to organise digital content</p> <p>To technology purposefully to organise digital content</p> <p>To technology purposefully to manipulate digital content</p> <p>Can manipulate data in graphical ways</p> <p>To technology purposefully to store digital content</p> <p>Explain how some information can be represented in a computer in a variety of ways for example sound as mp3</p>	<p>To recognise common uses of information beyond schools</p>	<p>To use technology safely and respectfully, keeping personal information private; identify where to go for help and support when they have concerns about content of contact on the internet or other online technologies.</p> <p>Use technology safely and responsibly</p> <p>Recognise what personal information is and keep it private</p> <p>Know where to go for help and support when they have concerns about content on the internet</p>



beyond school			
To create and debug simple programs			
To use logical reasoning to predict the behaviour of simple programs			

Computing

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Phase 3 3/4

Phase 3 (Grades 3-4)			
Algorithms and programming	Data and information	How computers work	Communication and e-safety
<p>To write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Write and debug programs in a visual programming language.</p> <p>Explain that computers are controlled by sequences of precise instructions known as programs.</p> <p>Solves problems by decompressing them into smaller parts</p> <p>To use sequence, (selection) and repetition in programs; (work with variables).</p> <p>Explain and show how algorithms can use selection (if) and repetition (loops) in programs.</p>	<p>To select, use and combine a variety of software (including internet services) to create a range of content that accomplish given goals, including collecting and presenting data and information</p> <p>Explain that data can have errors, how this might affect results and decisions based on the data and how errors can be reduced</p> <p>Explain the importance of human-controlled interface design</p> <p>Explain and use common troubleshooting techniques</p>	<p>To understand computer networks and the opportunities they offer for communication and collaboration</p>	<p>To use search technology effectively and be discerning in evaluating digital content</p> <p>Use search technologies to locate and evaluate information</p> <p>To use technology safely, respectfully and responsibly ; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact</p>



Phase 4 (Grades 5-6)			
Algorithms and programming	Data and information	How computers work	Communication and e-safety
<p>To design, write and debug programs that accomplish specific goals, including controlling or simulating physical systems; solve problems by decomposing them into smaller parts</p> <p>Design, write and debug programs in multiple programming languages (visual or text-based)</p> <p>Explain how HTML constructs the rendering of a web page</p> <p>Solve problems by decomposing them into smaller parts</p> <p>To sequence, selection and repetition in programs; work with variables and various forms of input and output</p> <p>To sequence, selection and repetition in programs work with variables and various forms of input and output</p>	<p>To select, use and combine a variety of software (including internet services) on a range of digital devices to design and create a range of programs, systems and content that accomplish given goals, including collecting, evaluating and presenting data and information</p> <p>Explain how computers represent all data in binary, with a variety of examples: unsigned integers, text representation (for example ASCII), different sound data/file types, and different graphics data/file types</p> <p>Explain the need for and congen of the data protection act, computer misuse act and copyright legislation (and other relevant legislation)</p>	<p>To understand computer networks including the internet; how they can provide multiple services such as world wide web and the opportunities they offer for communication and collaboration</p> <p>Outline the key features of the world wide web and their relations - eg browsers, URL, navigation methods</p>	<p>To use search technologies effectively, appreciate how results are selected and ranked, and be discerning in evaluating digital content</p> <p>To use technology safely, respectfully and responsibly ; recognise acceptable / unacceptable behaviour; identify a range of ways to report concerns about content and contact</p> <p>Discuss social issues raised by the role of computers</p>



Keyboard Skills:

	Phase 1 (KG)	Phase 2 (Grades 1-2)	Phase 3 (Grades 3-4)	Phase 4 (Grades 5-6)
Learning Outcomes <i>(To be demonstrated most of the time)</i>	<ul style="list-style-type: none"> • Locate the home row keys • Press keys on the right side of the keyboard using the right hand fingers • Press keys on the left side of the keyboard using the left hand fingers • Press spacebar once between words • Demonstrate use of the “delete” key • Demonstrate use of the “return” key 	<ul style="list-style-type: none"> • Locate the home row keys • Start with index fingers placed on “F” and “J” keys • Demonstrate pressing the spacebar once between words in a sentence • Demonstrate the use of the “delete” key to erase letters, words or blank spaces • Demonstrate the use of the “return” key while typing a list of words 	<ul style="list-style-type: none"> • Demonstrate correct home row position • Press keys with correct left/right hand fingers • Press spacebar with thumb • Hold shift key down with ‘pinkie’ fingers • Know the difference between caps lock and shift key • Use only one space between words • Use only one space after a period or comma 	<ul style="list-style-type: none"> • Demonstrate correct home row position • Press keys with correct left/right hand fingers • Press spacebar with thumb • Hold shift key down with ‘pinkie’ fingers • Know the difference between caps lock and shift key • Use only one space between words • Use only one space after a period or comma
Target Typing Accuracy			80% - 100%	90% - 100%
Target Typing Speed			20 wpm	30 wpm

