Everest Academy

PREK and DK		
Week	**Unit/Lesson**	**Learning Objectives/ Reporting Categories (TEKS SEs)**
Throughout all four quarters	• Basic Introduction	• What are computers? • What are computer parts? (i.e. keyboard, monitor, mouse, etc.) • How to use a computer?
Throughout all four quarters	• Goals for the Year	Knowledge and skills. • Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: • apply prior knowledge to develop new ideas, products, and processes; • create original products using a variety of resources; • explore virtual environments, simulations, models, and programming languages to enhance learning; • create and execute steps to accomplish a task; and • Evaluate and modify steps to accomplish a task.
Throughout all four quarters	• Resources to use	**www.Starfall.com** • This will help students attain more phonics while using technology

KG- Grade 2		
Week	**Unit/Lesson**	**Learning Objectives/ Reporting Categories (TEKS SEs)**

First Quarter	• Introduction to Computer class.
	 • Reviewing basic computer knowledge
	 • Digital Citizenship and Internet Safety
	 • Developing and Delivering Presentations
	 • Lessons Format presentation using appropriate text and images (e.g., text consists of main idea, images
	 • enhance text, sounds and transitions support text)
	 • Align graphics, text, and sound with content
		(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to:
		   (A) apply prior knowledge to develop new ideas, products, and processes;
		   (B) create original products using a variety of resources;
		   (C) explore virtual environments, simulations, models, and programming languages to enhance learning;
		   (D) create and execute steps to accomplish a task; and
		   (E) Evaluate and modify steps to accomplish a task.
		 (2) Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to:
		   (A) adhere to acceptable use policies reflecting appropriate behavior in a digital environment;
		   (B) comply with acceptable digital safety rules, fair use guidelines, and copyright laws; and
		   (C) Practice the responsible use of digital information regarding intellectual property, including software, text, images, audio, and video.

First Quarter	• ABCYA.com (level appropriate) • Typingclub.com • Maneuver within web-based resources (e.g., navigate, use links, forward, back • Enter address/URL	(3) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (A) use communication tools that allow for anytime, anywhere access to interact, collaborate, or publish with peers locally and globally;

1

Everest Academy

KG- Grade 2		
Week	**Unit/Lesson**	**Learning Objectives/ Reporting Categories (TEKS SEs)**
	• Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. • Make ethical and legal decisions when confronting with usage dilemmas while using technology, networks, and digital media. (e.g., logging in using own name and password, respecting other students' works	(B) participate in digital environments to develop cultural understanding by interacting with learners of multiple cultures; (C) format digital information, including font attributes, color, white space, graphics, and animation, for a defined audience and communication medium; and (D) select, store, and deliver products using a variety of media, formats, devices, and virtual environments.
Second Quarter	• ABCYA.com (level appropriate) • Typingclub.com • Identify simple computer parts using correct terms (e.g., mouse, keyboard, monitor, printer, CD-ROM) • Turn the computer on and off • Launch new programs • Open a new or saved document • Use the window scroll bar to effectively move through the application screen • Use point and click and drag techniques (eg. click, left click, right click, double click, triple click, drag) (mouse/touch pad/touch point) • Use keyboard shortcuts (eg. print, save, new document, copy/paste, exit, document navigation) • Use proper keyboard position (e.g., hand orientation, space bar, and shift, return) to improve words per minute.	(4) Research and information fluency. The student acquires and evaluates digital content. The student is expected to: (A) use search strategies to access information to guide inquiry; (B) use research skills to build a knowledge base regarding a topic, task, or assignment; and (C) evaluate the usefulness of acquired digital content.
Third Quarter	• ABCYA.com (level appropriate) • Typingclub.com • Introduce/Review the words: CPU, Monitor, Keyboard, Mouse, Speakers, Printer, CD-Rom Drive, Icon, Desktop, Double-click, Backspace Key, Cursor, Enter Key, Internet, Back Button, Maximize, Minimize, Single Click, Scroll, Drag and Drop. • Save files to proper locations and appropriate format using "save" and "save as" • Navigate between programs and windows (eg. maximize, minimize, restore, move, cascade windows) • Introduce MS Paint and MS word • Demonstrate the toolbox to students. • Enter, edit, and delete text (e.g., keyboard, touch pad, mouse) • Navigate toolbars, menus, dialog boxes, status bar	(5) Critical thinking, problem solving, and decision making. The student applies critical-thinking skills to solve problems, guide research, and evaluate projects using digital tools and resources. The student is expected to: (A) identify what is known and unknown and what needs to be known regarding a problem and explain the steps to solve the problem; (B) evaluate the appropriateness of a digital tool to achieve the desired product; (C) evaluate products prior to final submission; and (D) collect, analyze, and represent data using tools such as word processing, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages
Fourth Quarter	• ABCYA.com (level appropriate) • Typingclub.com • MS Word	(6) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (A) use appropriate terminology regarding basic hardware, software applications,

KG- Grade 2	

Week	Unit/Lesson	Learning Objectives/ Reporting Categories (TEKS SEs)
	• Use painting and drawing tools (e.g., text, line, shapes, eraser, brush, spray can, paint bucket, rotate, resize, gradients) • Insert clip art from a variety of sources into documents/projects	programs, networking, virtual environments, and emerging technologies; (B) use appropriate digital tools and resources for storage, access, file management, collaboration, and designing solutions to problems; (C) perform basic software application functions, including opening an application and creating, modifying, printing, and saving files; (D) use a variety of input, output, and storage devices; (E) use proper keyboarding techniques such as ergonomically correct hand and body positions appropriate for Kindergarten-Grade 2 learning; (F) demonstrate keyboarding techniques for operating the alphabetic, numeric, punctuation, and symbol keys appropriate for Kindergarten-Grade 2 learning; and
Fourth Quarter	• ABCYA.com (level appropriate) • Typingclub.com • MS. Word • Review basic formatting toolbar options – text font, text size, text color, text style • Review highlighting or selecting text. (Click & drag; double click selects word; triple click selects line; etc.) • Students open and save the Text Formatting.	(7) Use the help feature online and in applications.

3rd – 5th Grade	

Week	Unit/Lesson	Learning Objectives/ Reporting Categories (TEKS SEs)
First Quarter	• Introduction to Computer class. • Reviewing basic computer knowledge • Digital Citizenship and Internet Safety • Make ethical and legal decisions when confronting with usage dilemmas while using technology, networks, and digital media. • Typingclub.com	(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge and develop digital products. The student is expected to: (A) create original products using a variety of resources; (B) analyze trends and forecast possibilities, developing steps for the creation of an innovative process or product; and (C) use virtual environments to explore systems and issues. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using digital tools and resources. The student is expected to: (A) adhere to acceptable use policies reflecting positive social behavior in the digital environment; (B) respect the intellectual property of others; (C) abide by copyright law and the Fair Use Guidelines for Educational Multimedia; (D) protect and honor the individual privacy of oneself and others; (E) follow the rules of digital etiquette; (F) practice safe, legal, and responsible use of information and technology; (G) comply with fair use guidelines and digital safety rules.

Everest Academy

3rd – 5th Grade		
Week	**Unit/Lesson**	**Learning Objectives/ Reporting Categories (TEKS SEs)**
First Quarter	- Introduce MS Word to students: Icon, Menu bar, Toolbar, Pointer, Insertion Point, Task Pane, and Scroll Bars. (Grade appropriate) - Review with students the correct names for different areas of an MS Word window (Grade appropriate) - Assignments on MS Word (Grade appropriate) - MS Word Assignments - Introduction to MS PowerPoint (grade appropriate) - MS PowerPoint Assignments - Typingclub.com - Navigate Internet - Typingclub.com	(2) Communication and collaboration. The student collaborates and communicates both locally and globally using digital tools and resources to reinforce and promote learning. The student is expected to: (A) draft, edit, and publish products in different media individually and collaboratively; (B) use font attributes, color, white space, and graphics to ensure that products are appropriate for multiple communication media, including monitor display, web, and print; (C) collaborate effectively through personal learning communities and social environments; (D) select and use appropriate collaboration tools; (E) evaluate the product for relevance to the assignment or task; and (F) perform basic software application functions, including opening applications and creating, modifying, printing, and saving files.
Second Quarter	- Maneuver within web-based resources (e.g., navigate, use links, forward, back) - Enter address/URL - Bookmark web sites - Use a variety of multimedia resources - Complete online searches by keyword, subject, title, and author - Search using basic browser features and strategies - Complete advanced online search strategies to access information - MS Word Assignments - MS PowerPoint Assignments - Typingclub.com	(3) Research and information fluency. The student acquires and evaluates digital content. The student is expected to: (A) use various search strategies such as keyword(s); the Boolean identifiers *and*, *or*, and *not*; and other strategies appropriate to specific search engines; (B) collect and organize information from a variety of formats, including text, audio, video, and graphics; (C) validate and evaluate the relevance and appropriateness of information; and (D) acquire information appropriate to specific tasks.
Third Quarter	- Use keyboard shortcuts (eg. print, save, new document, copy/paste, exit, document navigation) - Use proper keyboard position (e.g., hand orientation, space bar, and shift, return) to improve words per minute. Keyboard at 15 words per minute (wpm) with 93% accuracy - MS Word Assignments - MS PowerPoint Assignments - Typingclub.com	(4) Critical thinking, problem solving, and decision making. The student researches and evaluates projects using digital tools and resources. The student is expected to: (A) identify information regarding a problem and explain the steps toward the solution; (B) collect, analyze, and represent data to solve problems using tools such as word processing, databases, spreadsheets, graphic organizers, charts, multimedia, simulations, models, and programming languages; (C) evaluate student-created products through self and peer review for relevance to the assignment or task; and (D) evaluate technology tools applicable for solving problems.
Fourth Quarter	- Apply editing techniques (e.g., spell check, thesaurus, find/change, copy/cut/paste) - Apply formatting techniques (e.g., alignment, paragraph indentions tabs, fonts, styles, spacing, setting tabs, fonts, styles, spacing, columns, tables, section and page breaks, text boxes) - Manipulate text layout and design for newsletter, magazine, flyer or presentation layouts	(5) Technology operations and concepts. The student demonstrates knowledge and appropriate use of technology systems, concepts, and operations. The student is expected to: (A) demonstrate an understanding of technology concepts, including terminology for the use of operating systems, network systems, virtual systems, and learning systems appropriate for Grades 3-5 learning; (B) manipulate files using appropriate naming conventions; file management, including folder structures and tagging; and file conversions;

Everest Academy

	3rd – 5th Grade	
Week	**Unit/Lesson**	**Learning Objectives/ Reporting Categories (TEKS SEs)**
	• Insert clip art from a variety of sources into documents/projects (e.g., CD, Internet, camera, scanner) • Edit and manipulate graphics (e.g., move, resize, cropping, rotating, changing file size, changing file type)	(C) navigate systems and applications accessing peripherals both locally and remotely; (D) troubleshoot minor technical problems with hardware and software using available resources such as online help and knowledge bases; and (E) use proper touch keyboarding techniques and ergonomic strategies such as correct hand and body positions and smooth and rhythmic keystrokes.

	6th – 8th Grade	
Week	**Unit/Lesson**	**Learning Objectives/ Reporting Categories (TEKS SEs)**
First Quarter	• Introduction to Computer class. • Reviewing basic computer knowledge • Digital Citizenship and Internet Safety • Make ethical and legal decisions when confronting with usage dilemmas while using technology, networks, and digital media. • Observe copyright laws, intellectual property rights, and responsibilities (e.g., cite sources, obtain permission to use others' works to refrain from plagiarism) • Demonstrate appropriate care of all equipment • Typingclub.com	(1) Creativity and innovation. The student uses creative thinking and innovative processes to construct knowledge, generate new ideas, and create products. The student is expected to: (A) identify, create, and use files in various formats such as text, raster and vector graphics, video, and audio files; (B) create and present original works as a means of personal or group expression; (C) explore complex systems or issues using models, simulations, and new technologies to make predictions, modify input, and review results; and (D) discuss trends and make predictions. Digital citizenship. The student practices safe, responsible, legal, and ethical behavior while using technology tools and resources. The student is expected to: (A) understand and practice copyright principles, including current fair use guidelines, creative commons, open source, and public domain; (B) practice ethical acquisition of information and standard methods for citing sources; (C) practice and explain safe and appropriate online behavior, personal security guidelines, digital identity, digital etiquette, and acceptable use of technology; and (D) understand the negative impact of inappropriate technology use, including online bullying and harassment, hacking, intentional virus setting, invasion of privacy, and piracy such as software, music, video, and other media.
First Quarter	• Maneuver within web-based resources (e.g., navigate, use links, forward, back) • Enter address/URL • Bookmark web sites • Use a variety of multimedia resources • Complete online searches by keyword, subject, title, and author • Search using basic browser features and strategies • Complete advanced online search strategies to access information • Differentiate between fact and opinion	(2) Communication and collaboration. The student collaborates and communicates both locally and globally to reinforce and promote learning. The student is expected to: (A) create personal learning networks to collaborate and publish with peers, experts, or others using digital tools such as blogs, wikis, audio/video communication, or other emerging technologies; (B) communicate effectively with multiple audiences using a variety of media and formats; and (C) create products using technical writing strategies.

Everest Academy

6th – 8th Grade		
Week	**Unit/Lesson**	**Learning Objectives/ Reporting Categories (TEKS SEs)**
	• Recognize propaganda and the presence of bias and prejudice • Analyze and evaluate resources in terms of date, author, source, and point of view • Recognize the significance of the URL address (e.g., .org, .edu, .com, .net, .gov) • Assess web sites for relevance and validity (e.g., purpose of research, validity of site) • Determine and prioritize appropriate electronic resources • Use keyboard shortcuts (eg. print, save, new document, copy/paste, exit, document navigation) Keyboard at 25 wpm with 93% accuracy	
Second Quarter	• MS Word Assignments • MS PowerPoint Assignments • Apply editing techniques (e.g., spell check, thesaurus, find/change, copy/cut/paste) • Apply formatting techniques (e.g., alignment, paragraph indentions tabs, fonts, styles, spacing, setting tabs, fonts, styles, spacing, columns, tables, section and page breaks, text boxes) • Manipulate text layout and design for newsletter, magazine, flyer or presentation layouts • Insert clip art from a variety of sources into documents/projects (e.g., CD, Internet, camera, scanner) • Edit and manipulate graphics (e.g., move, resize, cropping, rotating, changing file size, changing file type) • Introduction to MS Excel • Typingclub.com	(3) Research and information fluency. The student acquires, analyzes, and manages content from digital resources. The student is expected to: (A) create a research plan to guide inquiry; (B) use and evaluate various search strategies, including keyword(s) and Boolean operators; (C) select and evaluate various types of digital resources for accuracy and validity; and (D) process data and communicate results.
Third Quarter	• MS Word Assignments • MS PowerPoint Assignments • MS Excel Assignments • Define Excel fields • Enter and sort information in a spreadsheet • Create simple graphs (e.g., bar, pie, circle, line) • Use advanced graph formatting techniques • Demonstrate basic spreadsheet functions and formulas (e.g., +, -, *, /, AVERAGE, and SUM) • Use advanced spreadsheet formatting (e.g., font, alignment, line, shade, color, dimension) • Merge spreadsheet information into other application documents (e.g., word processing, web page) • Typingclub.com	(4) Critical thinking, problem solving, and decision making. The student makes informed decisions by applying critical-thinking and problem-solving skills. The student is expected to: (A) identify and define relevant problems and significant questions for investigation; (B) plan and manage activities to develop a solution, design a computer program, or complete a project; (C) collect and analyze data to identify solutions and make informed decisions; (D) use multiple processes and diverse perspectives to explore alternative solutions; (E) make informed decisions and support reasoning; and (F) transfer current knowledge to the learning of newly encountered technologies.
Fourth Quarter	• Review key points : MS Word, MS PowerPoint, and MS Excel	(6) Technology operations and concepts. The student demonstrates a thorough understanding of

	6th – 8th Grade	

Week	Unit/Lesson	Learning Objectives/ Reporting Categories (TEKS SEs)

	• Introduction to Coding.
	• HTML Coding
	• Html Tags
	• Create documents with coding leading to webpage.
	• Insert pictures and animations.
	• Typingclub.com
		technology concepts, systems, and operations. The student is expected to:
		(A) define and use current technology terminology appropriately;
		(B) select and apply technology tools based on licensing, application, and support;
		(C) identify, understand, and use operating systems;
		(D) understand and use software applications, including selecting and using software for a defined task;
		(E) identify, understand, and use hardware systems;
		(F) understand troubleshooting techniques such as restarting systems, checking power issues, resolving software compatibility, verifying network connectivity, connecting to remote resources, and modifying display properties;
		(G) implement effective file management strategies such as file naming conventions, location, backup, hierarchy, folder structure, file conversion, tags, labels, and emerging digital organizational strategies;
		(H) explain how changes in technology throughout history have impacted various areas of study;
		(I) explain the relevance of technology as it applies to college and career readiness, life-long learning, and daily living;
		(J) use a variety of local and remote input sources;
		(K) use keyboarding techniques and ergonomic strategies while building speed and accuracy;
		(L) create and edit files with productivity tools, including:
		    (i) a word processing document using digital typography standards such as page layout, font formatting, paragraph formatting, and list attributes;
		    (ii) a spreadsheet workbook using advanced computational and graphic components such as complex formulas, basic functions, data types, and chart generation;
		    (iii) a database by manipulating components such as defining fields, entering data, and designing layouts appropriate for reporting; and
		    (iv) a digital publication using relevant publication standards;
		(M) plan and create non-linear media projects using graphic design principles; and
		(N) integrate two or more technology tools to create a new digital product

7