

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL KINDY / PP

Computer operations and concepts

- Identifies what they can and cannot touch on the computer
- Start up and shut down computer correctly
- Identifies hardware components e.g. keyboard, mouse, monitor/screen
- Matches equipment to purpose – e.g. digital camera to capture images
- Adjust volume
- Identifies cursor
- Competently use mouse
- Open the computer using the password
- Understand what common symbols on keyboard and screen stand for
- Starts an application on computer
- Exit an application
- Prints document

Using computer-based technologies to manipulate, create, store and retrieve information and to express ideas and communicate with others

Word processing

- Locates and uses return/enter, space, delete/backspace, shift, caps lock
- Deletes text
- Varies font, size and style

Graphics

- Uses freehand drawing tools - pencil, straight and curved lines
- Uses shape tools/objects
- Uses paintbrush, paintbox/fill with colour, spray can/airbrush, eraser

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL YEARS 1 / 2

All of previous standards plus

Computer operations and concepts

- Recognises the typical features of an applications window – title bar, toolbar, menu bar, status bar, scroll bar
- Selects menu items from a drop-down menu

Using computer-based technologies to manipulate, create, store and retrieve information and to express ideas and communicate with others

Word processing

- Uses appropriate terminology - font, upper/lower case, bold, italics, underline
- Types sentence(s) without assistance

Graphics

- Uses text tool
- Selects objects with selection tool
- Deletes selected objects
- Uses line properties - thickness/colour
- Uses fill pattern/colours/shading
- Flips, rotates objects
- Inserts graphics from various sources eg. clip art, digital image

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL YEARS 3 / 6

All of previous standards plus

Computer operations and concepts

- Has a knowledge of drop-down menus, what sub-menus they contain and conventions for activating them
- Discriminates in the choice of applications for a given purpose
- Names and saves a document in appropriate folder/directory
- Uses print preview to view a document before printing
- Understands orientation of page for document layout
- Considers what needs to be printed eg pages to print

Using computer-based technologies to manipulate, create, store and retrieve information and to express ideas and communicate with others

Word processing

- Inserts text
- Selects/highlights text
- Understands cut, copy, paste
- Uses undo command
- Creates text box
- Uses spell checker
- Changes text alignment
- Uses thesaurus
- Uses columns

Graphics

- Crops selected objects
- Copies/duplicates graphic elements
- Layers objects - moves to front/back
- Changes the size of displayed clip art/graphics
- Uses a digital camera to create a graphics file

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL

- Moves clip art/graphics within a document

Multi-media

- Creates a simple slide show with text, images
- Inserts slides
- Chooses appropriate slide design and layout
- Adds sounds

Using computer-based technologies to locate, access, evaluate, store and retrieve information and to express ideas and communicate with others

Internet

- Access Internet using username and password
- Uses prepared bookmarks
- Uses and understands the features of a browser (back, forward, stop, search, refresh, history, home buttons, address bar, loading status)
- Understands key features of a web page (links, site map, feedback, email)
- Bookmarks a location

Email

- Understands the general structure of an email address
- Interprets features of an inbox e.g. owner, date, subject, size
- Interprets features of a new message e.g. To, Cc, Subject
- Interprets features of a retrieved message e.g. From, Date sent, Reply, Forward
- Retrieves and replies to an email
- Forwards an email
- Sends an attachment with an email

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL SENIORS

All of previous standards plus

Computer operations and concepts

- Understands difference between "save" and "save as"
- Save work in their folder on the network

Using computer-based technologies to manipulate, create, store and retrieve information and to express ideas and communicate with others

Word processing

- Uses borders
- Realises limitations of spell checker
- Changes margins and line spacing
- Adds a table to a document and edits rows and columns
- Uses bullets, numbering
- Use word art

Graphics

- Uses a scanner to convert a picture into a graphics file

Multi-media

- Understands that a presentation is clear, concise and logical
- Understands navigation buttons/hyperlinks
- Recognises elements of a multi-media presentation

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL

Using computer-based technologies to locate, access, evaluate, store and retrieve information and to express ideas and communicate with others

Internet

- Understands purpose of a browser
- Understands the general structure of a web address
- Understands and uses key words in a simple search
- Chooses appropriate sites from a search
- Determines whether information is current, accurate and reliable
- Use search engines e.g. Google, Yahoo

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL

Curriculum links for kinder to year 2 to IT

- The arts – visual arts – students use the skills, techniques, processes, conventions and technologies of the arts - how to use multimedia to communicate an idea (e.g. Power Point)
- The arts – visual arts – students use the skills, techniques, processes, conventions and technologies of the arts - how to assemble and order images (e.g. cut and paste digital images into a sequence using software)
- The arts – media – students use the skills, techniques, processes, conventions and technologies of the arts – how to use multimedia to communicate an idea (e.g. power point)
- The arts – media – students use the skills, techniques, processes, conventions and technologies of the arts – how to use computer programs to create stories (e.g. using publisher to layout a story)
- The arts – media – students use the skills, techniques, processes, conventions and technologies of the arts – how to assemble and order images (e.g. cut and paste images into a sequence using software)
- English – viewing – students view a wide range of visual texts with purpose, understanding and critical awareness - visual texts can be experienced in different contexts/places (e.g. cinema, in front of a computer screen, at home, at school)
- English – viewing – students view a wide range of visual texts with purpose, understanding and critical awareness - navigational elements of multimedia texts (e.g. icons that are links and can guide a viewer through web pages and educational games)
- English – reading – Student read a wide range of texts with purpose, understanding and critical awareness - ways to locate sources of information (e.g. people with expertise, non-fiction books in a library, book-marked web pages)
- English – writing – students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and content - letters have constant positions on a QWERTY keyboard
- Society and Environment – Investigation, Communication and Participation - Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action - sources from which information can be obtained (e.g. books, pictures and photos, CD-ROMs, bookmarked internet sites, charts, people)
- Technology and Enterprise – Information - Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges - ways to create, store, use, transmit and retrieve simple information products using everyday resources (e.g. operate information equipment, follow simple procedures, publish information in text and images)
- Technology – technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies - how to identify different information technologies (e.g. televisions, telephones, computers, video games)

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL

- Technology – technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies - methods of storing information (e.g. tape recorders, videos, computers, drawings)
- Technology – technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies - how to operate some information equipment (e.g. telephones, calculators, compact discs, cameras, amplifiers)

Curriculum links for upper primary to IT

- The arts – visual arts – students use the skills, techniques, processes, conventions and technologies of the arts - ways to develop skills in digital media (e.g. photography, scanning, sourcing images, printing, photocopying)
- The arts – drama – students use the skills, techniques, processes, conventions and technologies of the arts – ICT skills for researching and communicating in drama
- The arts – music – students use the skills, techniques, processes, conventions and technologies of the arts – ICT to manipulate sounds and gather information regarding music
- The arts – media – students use the skills, techniques, processes, conventions and technologies of the arts – how to create web pages and web sites
- English – viewing – students view a wide range of visual texts with purpose, understanding and critical awareness - purpose influences the way visual texts are viewed (e.g. searching a website or magazine for specific information, browsing a website or magazine to pass some time)
- English – viewing – students view a wide range of visual texts with purpose, understanding and critical awareness - viewers join the elements of a visual text together to make meanings (e.g. images, media clips, text files of HTML documents)
- English – viewing – students view a wide range of visual texts with purpose, understanding and critical awareness - the forms of traditional and new visual media texts (e.g. a billboard advertisement is linear and fixed; banner ads on a website are modular and variable so that they can change with every page view)
- English – viewing – students view a wide range of visual texts with purpose, understanding and critical awareness - elements of multimedia texts that may engage participants (multiple points-of-view in computer/videogames, banner ads)
- English – writing – students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and content - writers acknowledge sources of ideas and information (e.g. recording book film, website titles)
- English – writing – students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and content – effective keyboarding skills (e.g. touch typing; function keys and key combinations such as SHIFT + 1 for an exclamation mark)
- English – writing – students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and content - text formatting (e.g. font size, bold for titles and headings)

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL

- English – writing – students write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and content - how to use spelling and language tools (e.g. dictionary/spell check programme, print and electronic thesaurus)
- Maths – working mathematically – students use mathematical thinking processes and skills in interpreting and dealing with mathematical and non-mathematical situations - how to use appropriate technologies for manipulating or transforming materials, measuring quantities, calculating results, drawing and summarising data (e.g. use of calculators, measuring instruments, computer software)
- Maths – chance and data – students use their knowledge of change and data handling processes in dealing with data and with situations where uncertainty is involved - frequency data can be recorded using formats based on tallies, organised lists or plots (e.g. tables, simple spreadsheets, dot plots)
- Society and Environment – Investigation, Communication and Participation - Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action - the types of sources that may provide information (e.g. text book, encyclopaedia, dictionary, biography, film, CD-ROM, website, people, map, survey, museum, art gallery)
- Society and Environment – Investigation, Communication and Participation - Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action - ways to locate sources of information (e.g. key words to search library catalogues and search engines, URLs to find websites)
- Science – communicating scientifically - Students access and communicate scientific understanding with different audiences for a range of purposes - use of technology to present information (e.g. photocopied diagrams, photos, videos)
- Science – communicating scientifically - Students access and communicate scientific understanding with different audiences for a range of purposes - ways to acknowledge information from other people (e.g. listing all the books, websites and people consulted in a bibliography)
- Technology – technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies - strategies for considering and discussing organisation of time, resources, and cooperative role in the production process (e.g. written report, web log)
- Technology – Information - Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges - the impact of information on particular groups in society (e.g. the benefits to scientists through exchange of ideas on the Internet, shoppers getting the best prices through newspaper advertisements)
- Technology and Enterprise – Enterprise - Students pursue and realise opportunities through the development of innovative strategies designed to meet human needs - ways of presenting and communicating ideas that take into account audience (e.g. multimedia slideshow)

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL

- Technology and Enterprise – Enterprise - Students pursue and realise opportunities through the development of innovative strategies designed to meet human needs - strategies for considering and discussing organisation of time, resources, and cooperative role in the production process (e.g. written report, web log)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies - ways of locating information sources and undertaking information searches to support personal work (e.g. libraries, electronic databases, videos, files, Internet)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies - methods of examining how particular information technologies function (e.g. computers, DVDs, cameras)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies – how to present information in a variety of forms (e.g. books, brochures, videos, graphics, role-plays, newsletters)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies – ways to record, sort, transfer and transform information (e.g. files, spreadsheets, graphics, tables, reports, images)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies – methods of combining images, sound and text to create media products (e.g. audio and slide presentations, animations, videos)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies – techniques for operating information equipment (e.g. computers, video equipment)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies - methods of monitoring and maintaining information equipment (e.g. printers, catalogues, cameras)

Curriculum links for seniors to IT

- The arts – visual arts – students generate art works that communicate ideas - presenting artworks in a digital format
- The arts – visual arts – students use the skills, techniques, processes, conventions and technologies of the arts - ways to develop intermediate skills in digital technology (e.g. image manipulation, filming, animation)
- The arts – dance – students use the skills, techniques, processes, conventions and technologies of the arts - word processing software and email as a writing tool
- The arts – dance – students use the skills, techniques, processes, conventions and technologies of the arts - technologies to create special effects or sound tracks for dance works (sound effects might be downloaded from the internet)

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- The arts – dance – students use the skills, techniques, processes, conventions and technologies of the arts – word processing programs to plan, edit and print the dance information
- The arts – dance – students use the skills, techniques, processes, conventions and technologies of the arts – internet research for dance using search engines and web quests
- The arts – drama – students use the skills, techniques, processes, conventions and technologies of the arts – internet research skills and word processing skills
- The arts – drama – students use the skills, techniques, processes, conventions and technologies of the arts – strategies and skills for creating drama through ICT
- The arts – drama – students use the skills, techniques, processes, conventions and technologies of the arts – how to manipulate cyber-technologies to create new ways of performing and viewing drama
- The arts – music – students use the skills, techniques, processes, conventions and technologies of the arts –computers and other media to enhance profile of musical works
- The arts – media – students use the skills, techniques, processes, conventions and technologies of the arts – layout of websites
- The arts – media – students use the skills, techniques, processes, conventions and technologies of the arts – ways to create interactive documents
- The arts – media – students use the skills, techniques, processes, conventions and technologies of the arts – ways to create websites
- The arts – media – students use the skills, techniques, processes, conventions and technologies of the arts – how to use publishing software
- English – speaking – students speak with purpose and effect in a wide range of situations - how to use print and electronic resources to support the speaking process (e.g. using photos, PowerPoint)
- English – writing – student write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and content - use of common word processing tools (eg justification, bullets and numbering, tables, drawing)
- English – writing – student write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and content -new and emerging technologies for presentation of conventional and multimodal texts (e.g. ‘e-books’, three dimensional texts, hypermedia)
- English – writing – student write for a range of purposes and in a range of forms using conventions appropriate to audience, purpose and content -how to use print and electronic resources to support the writing process (e.g. using on-line dictionary, thesaurus, spelling and grammar check programmes during writing and for editing)
- Maths – working mathematically - use mathematical thinking processes and skills in interpreting and dealing with mathematical and non-mathematical situations - how to use spreadsheets to tabulate information

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL

- Maths – chance and data - Students use their knowledge of chance and data handling processes in dealing with data and with situations in which uncertainty is involved - how to set up fields in databases and columns in spreadsheets
- Maths – space - and analyse mathematically the spatial features of objects, environments and movements - the properties of shapes for mathematical and practical purposes (e.g. animating PowerPoint slides with rotating shapes; why certain shapes tessellate; how to determine whether the opposite sides of a window are parallel)
- Society and Environment – Investigation, Communication and Participation - Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action - how to match sources of information to particular types of investigation (e.g. using the Australian Bureau of Statistics website to find statistics for an economics focus)
- Society and Environment – Investigation, Communication and Participation - Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action - ways to locate sources of information related to a topic (e.g. asking the local council for advice about where to conduct a survey, using the Australian Bureau of Statistics website to access links to unemployment rates in other countries)
- Society and Environment – Investigation, Communication and Participation - Students investigate the ways people interact with each other and with their environments in order to make informed decisions and implement relevant social action - technologies that can be used to collect information
- Science – communicating scientifically - Students access and communicate scientific understanding with different audiences for a range of purposes - use of technology to communicate and report on findings and researched information (e.g. *PowerPoint*, email)
- Technology – Information - Students design, adapt, use and present information that is appropriate to achieving solutions to technology challenges - the information medium will contribute to meaning (eg web, paper, video, oral)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies – ways of using and adapting interactive information sources (e.g. databases, Internet search engines, electronic catalogues)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies – specialised methods of handling information (e.g. spreadsheets, online news sources, multimedia software)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies – ways to plan and create information products using combinations of images, sound and text (e.g. radio programs, Web pages, video, animations)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies – methods of transferring information using electronic systems (e.g. email, video conferencing, instant messaging)

STUDENT COMPUTER STANDARDS FOR JOHN PUJAJANGKA-PIYIRN CATHOLIC SCHOOL

- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies – strategies for selecting hardware and software for particular purposes (e.g. storage, analysis, publication, cataloguing)
- Technology – Technology skills - Students apply organisational, operational and manipulative skills appropriate to using, developing and adapting technologies – techniques for dealing with 2D and 3D images by everyday and electronic means (e.g. drawings, flow charts, digital photographs)