

SAU 15

Educational

Technology

Standards



Created
2006-2007

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National Educational Technology Standards (NETS) for Students

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Technology Foundation Standards for All Students

The technology foundation standards for students are divided into six broad categories. Standards within each category are to be introduced, reinforced, and mastered by students. These categories provide a framework for linking performance indicators within the Profiles for Technology Literate Students to the standards. Teachers can use these standards and profiles as guidelines for planning technology-based activities in which students achieve success in learning, communication, and life skills.

Technology Foundation Standards for Students

- 1 Basic operations and concepts
 - Students demonstrate a sound understanding of the nature and operation of technology systems.
 - Students are proficient in the use of technology.
- 2 Social, ethical, and human issues
 - Students understand the ethical, cultural, and societal issues related to technology.
 - Students practice responsible use of technology systems, information, and software.
 - Students develop positive attitudes toward technology uses that support lifelong learning, collaboration, personal pursuits, and productivity.
- 3 Technology productivity tools
 - Students use technology tools to enhance learning, increase productivity, and promote creativity.
 - Students use productivity tools to collaborate in constructing technology-enhanced models, prepare publications, and produce other creative works.
- 4 Technology communications tools
 - Students use telecommunications to collaborate, publish, and interact with peers, experts, and other audiences.
 - Students use a variety of media and formats to communicate information and ideas effectively to multiple audiences.
- 5 Technology research tools
 - Students use technology to locate, evaluate, and collect information from a variety of sources.
 - Students use technology tools to process data and report results.
 - Students evaluate and select new information resources and technological innovations based on the appropriateness for specific tasks.
- 6 Technology problem-solving and decision-making tools
 - Students use technology resources for solving problems and making informed decisions.
 - Students employ technology in the development of strategies for solving problems in the real world.

SAU 15 Educational Technology Grade Level Expectations

Written 2006-2007

Based on The National Educational Technology Standards for Students

1. BASIC OPERATIONS AND CONCEPTS

Strand	Grade Level Expectations	K	1	2	3	4	5	6	7	8
1.1	Use input devices (mouse, keyboard, remote control) and output devices (monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies.	I	P	M						
1.2	Communicate about technology using developmentally appropriate and accurate terminology.	I	P	M						
1.3	Use developmentally appropriate multimedia resources (interactive books, educational software, multimedia encyclopedias) to support learning.	I	P	M						
1.4	Use keyboards and other common input and output devices efficiently and effectively.				I	P	M			
1.5	Identify and apply various strategies for solving basic hardware and software problem.							I	P	M

SAU 15 Educational Technology Grade Level Expectations

Written 2006-2007

Based on The National Educational Technology Standards for Students

2. SOCIAL, ETHICAL AND HUMAN ISSUES										
Strand	Grade Level Expectations	K	1	2	3	4	5	6	7	8
2.1	Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom.	I	P	M						
2.2	Demonstrate positive social and ethical behaviors when using technology.	I	P	M						
2.3	Practice responsible use of technology systems and software.	I	P	M						
2.4	Recognize common uses of technology in everyday life and the advantages and disadvantages to using the technology.				I	P	M			
2.5	Recognize the responsibilities in regards to using technology and the related consequences on inappropriate use.				I	P	M			
2.6	Display knowledge of current trends and enhancements to technology and the resulting effects on the community.							I	P	M
2.7	Understand and abide by legal and ethical behaviors (copyright, plagiarism) when using information and technology and discuss the consequences of inappropriate use.							I	P	M
2.8	Investigate and evaluate the appropriateness and validity of electronic information in regards to real-world situations.							I	P	M

SAU 15 Educational Technology Grade Level Expectations

Written 2006-2007

Based on The National Educational Technology Standards for Students

3. TECHNOLOGY PRODUCTIVITY TOOLS

Strand	Grade Level Expectations	K	1	2	3	4	5	6	7	8
3.1	Create developmentally appropriate multimedia products with support from teachers, family members, or student partners.	I	P	M						
3.2	Use a variety of media and technology resources for directed and independent learning activities.	I	P	M						
3.3	Use technology resources for problem solving, communication, and the illustration of thoughts, ideas, and stories.	I	P	M						
3.4	Use technology tools to enhance efficiency in skill development and student learning throughout the curriculum.				I	P	M			
3.5	Use content-specific tools, software, and simulations (probes, graphing calculators, Internet tools) to support learning.							I	P	M
3.6	Apply multimedia and other technology tools to optimize individual and collaborative productivity.							I	P	M

SAU 15 Educational Technology Grade Level Expectations

Written 2006-2007

Based on The National Educational Technology Standards for Students

4. TECHNOLOGY COMMUNICATIONS TOOLS

Strand	Grade Level Expectations	K	1	2	3	4	5	6	7	8
4.1	Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners.	I	P	M						
4.2	Use technology resources for the communication of thoughts, ideas, and stories.	I	P	M						
4.3	Use technology tools (e.g. multimedia programs, presentation, digital cameras, scanners, Internet tools) for writing, communication, and publishing activities to create projects for various audiences.				I	P	M			
4.4	Use telecommunications efficiently and effectively to access information, and communicate with others in an educational setting.				I	P	M			
4.5	Use telecommunications and online resources to engage in collaborative problem solving activities.				I	P	M			
4.6	Collaborate with other individuals using telecommunications to write, produce, and publish solutions or products for a wide variety of audiences.							I	P	M

SAU 15 Educational Technology Grade Level Expectations

Written 2006-2007

Based on The National Educational Technology Standards for Students

5. TECHNOLOGY RESEARCH TOOLS

Strand	Grade Level Expectations	K	1	2	3	4	5	6	7	8
5.1	Use developmentally appropriate technology resources to research thoughts, ideas, and stories.	I	P	M						
5.2	Determine which technology resources and tools are appropriate to use for a variety of research tasks.				I	P	M			
5.3	Use technology resources (calculators, data collection probes, videos, software) for independent and collaborative research activities.				I	P	M			
5.4	Use content-specific tools, software, and simulations (probes, graphing calculators, Internet tools) to support educational research.							I	P	M

SAU 15 Educational Technology Grade Level Expectations

Written 2006-2007

Based on The National Educational Technology Standards for Students

6. TECHNOLOGY PROBLEM-SOLVING AND DECISION MAKING TOOLS

Strand	Grade Level Expectations	K	1	2	3	4	5	6	7	8
6.1	Use technology resources for the problem solving of thoughts, ideas, and stories.	I	P	M						
6.2	Evaluate the appropriateness, accuracy, and reliability of technology information sources.				I	P	M			
6.3	Determine which technology resources and tools are appropriate to use for a variety of problem solving activities.				I	P	M			
6.4	Use technology resources (calculators, data collection probes, videos, software) for independent and collaborative problem solving activities.				I	P	M			
6.5	Plan, create, publish, and present products using various technology resources that express problem solving and decision making solutions in regards to curriculum components							I	P	M
6.6	Show an understanding of hardware, software, applications, and networking concepts and apply the concepts to problem solving.							I	P	M

SAU 15 Educational Technology GLE's (Student Friendly)

The Technology Foundation Standards for Students are organized into six categories:

1. Basic Operations And Concepts
2. Social, Ethical, And Human Issues
3. Technology Productivity Tools
4. Technology Communications Tools
5. Technology Research Tools
6. Technology Problem-Solving And Decision-Making Tools

As a district we have taken these categories and combined them into three:

1. Basic Skills
2. Application and Problem Solving
3. Real World Application

SAU 15 Educational Technology GLE's (Student Friendly)

Kindergarten

All New Skills

I am able to:
• Basic Skills
Open and use age appropriate software.
Correctly identify the keyboard, mouse, and monitor.
Correctly find and open icons.
Wake up the computer using the mouse.
Understand the letters on the keyboard are not in alphabetical order.
Use the computer with clean hands.
Understand that you should not touch the monitor.
• Application and Problem Solving
Understand that the computer can be used to find information.
Understand that the Internet can be used to gather information.
• Real World Application
Respect others' property while using the computer (i.e. folders, password, account name).
I will use the computer in a respectful manner.
I can work cooperatively when using the computer.

SAU 15 Educational Technology GLE's (Student Friendly)

Grade 1

Bold = New Skill

Students should review and practice all skills from the previous grade level.

I am able to:
• Basic Skills
Open and use age appropriate software.
Correctly identify and use the keyboard, mouse, monitor, printer, and CPU.
Correctly find and open icons.
Wake up the computer using the mouse.
Find all the letters in the alphabet on the keyboard.
Use the left hand for the left side of the keyboard and the right hand for the right side of the keyboard.
Use appropriate keys (i.e. delete, space bar, shift, and arrow) when word processing.
Print with the help of my teacher.
• Application and Problem Solving
Understand that the computer can be used to find information.
Find information on a CD-Rom.
Draw pictures/illustrations using a draw program.
Begin to rewrite/compose stories using a word processing program.
Look at web pages.
Participate in activities online.
• Real World Application
Use the computer with clean hands.
Respect others' property while using the computer (i.e. folders, password, account name).
Understand that the Internet can be used to gather information.
Understand that you should not touch the monitor.
Use the computer in a respectful manner.
Work cooperatively when using the computer.
Understand that you cannot copy other people's work (Copyright Law).

SAU 15 Educational Technology GLE's (Student Friendly)

Grade 2

Bold = New Skill

Students should review and practice all skills from the previous grade levels.

I am able to:
• Basic Skills
Open and use age appropriate software.
Independently use the keyboard, mouse, monitor, printer and CPU.
Use both hands when typing on the computer.
Use appropriate keys (i.e. delete, space bar, shift, and arrow) when word processing.
Log on to and off of the network.
Independently start up and shut down a computer.
Ask the teacher before you print.
Find and save documents to folders.
Open and eject CD-ROM's properly.
Use all the features of the mouse (left click, right click, scroll).
• Application and Problem Solving
Use the computer to find information.
Draw pictures/illustrations using a draw program.
Rewrite/compose stories using a word processing program.
Look at web pages to find the main topics of a website.
Participate in activities online.
Cut and paste within a file.
Identify a web browser (i.e. Internet Explorer, Firefox and Safari).
• Real World Application
Use the computer with clean hands.
Respect others' property while using the computer (folders, password, account name).
Look at web pages to find the main topics of a website
Understand you should not touch the monitor.
Use the computer in a respectful manner.
Work cooperatively when using the computer.
Understand that you cannot copy other people's work (Copyright Law).
Understand the consequences of inappropriate computer use.

SAU 15 Educational Technology GLE's (Student Friendly)

Grade 3

Bold = New Skill

Students should review and practice all skills from the previous grade levels.

I am able to:
• Basic Skills
Use home row finger placement.
Use special keys (backspace, delete, spacebar, shift, etc.).
Name of all parts of my computer (monitor, CPU, etc.).
Complete a print preview my document before sending to the printer.
Select the correct printer before sending the document to print.
Save files to a specific location (disk, flash drive, network).
Find files that have been saved.
Understand what the icons on the computer represent.
Insert clipart into a document.
Use spell check.
Use the tab key correctly (indent paragraphs).
• Application and Problem Solving
Participate in online web activities.
Use (browse) the Internet.
Use a Search Engine to locate information.
Research a topic from a specific website.
Create a basic word processing document.
• Real World Application
Understand that there are copyright laws that must be followed when borrowing images.
Understand the consequences of inappropriate computer use.
Use my computer time productively.
Create simple illustrations, databases, and slideshows.

SAU 15 Educational Technology GLE's (Student Friendly)

Grade 4

Bold = New Skill

Students should review and practice all skills from the previous grade levels.

I am able to:
• Basic Skills
Identify and use the home row and subsequent rows with the correct fingers.
Understand the difference between a file/save and file/save as.
Create a table or chart within my document.
Use the thesaurus tool in a word processing document.
Understand the uses of a computer network (file sharing, program sharing).
Retrieve files and save files to a variety of places (folders, public folders, etc.)
Use the arrow keys and number keypad.
Use the symbol keys (&, *, %, \$).
Open, close, resize, and move windows on the desktop.
Edit a final draft using spell check and correct spacing.
Can create a table or chart within a document.
• Application and Problem Solving
Participate in online web activities and web quests.
Cooperate with the other people in my group when problem-solving with technology.
Use a search engine for research.
Select the right technology tool to display and find research information.
Locate and organize facts and supporting data in a WP document.
• Real World Application
Understand that there are copyright laws that must be followed when borrowing information, images, music and software.
Respect the rights and privacy of others.
Use computer time as another tool for learning independently.
Use different painting tools of a graphics program.
Use a spreadsheet to gather and explain data for a chart or graph.
Use a slide presentation to share information.
Create, edit, and print simple stories.

SAU 15 Educational Technology GLE's (Student Friendly)

Grade 5

Bold = New Skill

Students should review and practice all skills from the previous grade levels.

I am able to:
• Basic Skills
Create a table or chart within my document.
Create folders to save my files.
Identify and apply software features (menus, toolbars).
Understand that email can be used to send documents.
Print preview documents before sending to the printer without reminders.
Understand the use of a computer network (file sharing, program share).
Use keyboard shortcuts for copy, paste, print, save, exit.
Create or insert graphs and spreadsheets.
Format a document (line spacing, paragraphs, columns, margins).
Edit writing on the computer (correct grammar, form).
• Application and Problem Solving
Add and retrieve bookmarks to my toolbar.
Research a topic independently from at least three sources.
Use formulas in spreadsheet application.
Identify the qualities of an accurate/reliable web site.
• Real World Application
Understand that there are copyright laws that must be followed when borrowing work from other people.
Create graphics and charts to use in presentations.
Use text, transitions, and sounds properly in creating presentations.
Practice safe computer habits.
Take, import, and use digital photos.
Correctly cite a web resource consistently in research work.

SAU 15 Educational Technology GLE's (Student Friendly)

Grade 6

Bold = New Skill

Students should review and practice all skills from the previous grade levels.

I am able to:
• Basic Skills
Force quit programs that are not responding.
Clear a print queue.
Format the page setup of a document by utilizing tabs, margins, and orientation.
• Application and Problem Solving
Use different technology tools and programs in all of my classes.
Choose and use the appropriate tools and technology to accomplish tasks and solve problems.
Use digital images that are self-created in reports or presentations.
Collaborate with others to produce a variety of products for a wide variety of audiences.
• Real World Application
Respect the privacy of others and use technology responsibly.
Evaluate the appropriateness and reliability of technology information resources.
Know and respect laws of copyright.
Identify and practice safe behaviors while using various technologies.

SAU 15 Educational Technology GLE's (Student Friendly)

Grade 7

Bold = New Skill

Students should review and practice all skills from the previous grade levels.

I am able to:
• Basic Skills
Read and respond to error messages and dialogue boxes.
Use input and output devices efficiently and effectively (i.e. scanners, digital cameras, video cameras).
• Application and Problem Solving
Use different technology tools and programs in all of my classes.
Use at least two different sources for images (scanners, cameras, web, etc).
Create at least one multimedia product that demonstrates my learning, which can be viewed by others.
Collaborate with others to produce a variety of products for a wide variety of audiences.
Choose and use the appropriate tools and technology to accomplish tasks and solve problems.
• Real World Application
Understand that email is a format of communication.
Abide by all laws of copyright for media, software and intellectual property.
Defend the reliability, appropriateness, and accuracy of technology information resources.
Identify resources to gain access to current and new technologies.

SAU 15 Educational Technology GLE's (Student Friendly)

Grade 8

Bold = New Skill

Students should review and practice all skills from the previous grade levels.

I am able to:
• Basic Skills
Use Boolean Logic Techniques (+, or, *) as research indicators.
• Application and Problem Solving
Use different technology tools and programs in all of my classes.
Use more than two digital image sources for images.
Create a multimedia product in at least two different subject areas, which can be viewed by others.
Collaborate with others to produce a variety of products for a wide variety of audiences.
• Real World Application
Defend the reliability, appropriateness, and accuracy of technology information resources.
Identify how technology has and is impacting societal, political, and economic norms.
Abide by all laws of copyright for media, software and intellectual property.
Discuss and state the emotional implications of technology on society.

SAU 15 Educational Technology Power Standards

Kindergarten

Basic Operations and Skills

- Use input devices (mouse, keyboard, remote control) and output devices (monitor, printer) to successfully operate computers, VCRs, audiotapes, and other technologies. (1.1)

Social, Ethical, and Human Issues

- Work cooperatively and collaboratively with peers, family members, and others when using technology in the classroom. (2.1)

Technology Productivity Tools

- Create developmentally appropriate multimedia products with support from teachers, family members, or student partners. (3.1)

Technology Communication Tools

- Gather information and communicate with others using telecommunications, with support from teachers, family members, or student partners. (4.1)

Technology Research Tools

- Use developmentally appropriate technology resources to research thoughts, ideas, and stories. (5.1)

Technology-Problem Solving and Decision-Making Tools

- Use technology resources for the problem solving of thoughts, ideas, and stories. (6.1)

SAU 15 Educational Technology ICT Literacy Standards and Digital Portfolio Plan

<p>Purpose</p>	<p>To demonstrate achievement in one or more content areas, student reflection and interests, and technological ability. It will be both formative and summative in nature. Digital content will be selected from existing classroom activities into which a technical component has been integrated. An acceptable score on the completed portfolio will be the prerequisite for students to enroll in advanced high school computer classes.</p>
<p>Content Requirement</p>	<p>K-2 students will complete 2 projects per year to include in their portfolio. In grades 3-5, students will complete 1 project in at least 3 core curricular areas per year In grades 6-8, students should complete 1 project per core curricular area. One artifact from a "special" or "Unified Arts" can replace one core area.</p>
<p>Assessment</p>	<ul style="list-style-type: none"> • Content area teachers will develop a brief rubric to direct and support each technology-integrated task. Rubrics to be provided • The formative review (portfolio checklist) will be completed annually for each grade level and include a reflective piece by each student. • A rubric will accompany each artifact. There is also a portfolio checklist that will outline the ICT standards that are met in each content specific area. This checklist must accompany the student's portfolio as they advance from year to year.
<p>Organization</p>	<ul style="list-style-type: none"> • Students will have a folder on the school server that follows them through each grade level. Folders will be organized using a hierarchal model. Example: <ul style="list-style-type: none"> □ Student Document Folder <ul style="list-style-type: none"> □ Kindergarten □ Grade One <p>In grade 3 the folders should be broken into grade level and content area as follows:</p> <ul style="list-style-type: none"> □ Third <ul style="list-style-type: none"> □ Reading □ Math <p>As portfolios require other content areas at the higher grade levels, additional folders will be added to this model. Students will have all artifacts available to them as they create their portfolios. If PowerPoint/Web Page is used to create the portfolio it will be imperative for students to have all necessary files in one location.</p>
<p>Process</p>	<ol style="list-style-type: none"> 1. Organize a large group presentation during one of the in-service days to: <ul style="list-style-type: none"> • Inform staff members about student electronic portfolio implementation • Discuss professional development opportunities that will be offered throughout the year to help staff

	<p>members begin implementation</p> <ul style="list-style-type: none"> • After school workshops – Tech Tuesdays or Thursdays • Workshops on early release days • Workshops on teacher workshop days during the school year • Courses offered on-site through local colleges and universities – Intel Teach to the Future, Masters Degree in Technology Education, Connected University <p>2. Identify staff members in each building who have expertise in specific software applications (ie: Word, Excel, PowerPoint, Open Source applications, HTML)</p> <ul style="list-style-type: none"> • Establish peer mentors to work one-on-one with staff members who are uncomfortable with and reluctant to use technology • Offer incentives to those interested in serving as building mentors (Stipends, Use of a laptop for a year, Funding to attend a technology conference, etc.) • Schedule workshops for staff members • Locate sources of grant money for hardware, software and professional development • Remind staff members of district’s promise to replace old technology equipment with 21st Century tools
<i>Accountability</i>	<p>Building principals should be responsible for ensuring that all teachers fulfill technology goals via summative at year end....Simple question: <i>Describe two technology projects that your students completed this year?</i></p>

ICT and Content Checklists (End of the Year)

These sample checklists are intended to be used each school year to track a student's progress. They are grouped together in the following format: Grades K-2, Grades 3-5 and Grades 6-8. These checklists connect the Content Areas with the ICT Standards. The name of an artifact will be listed at the top of a column. A check mark will be placed under the title in all areas where an artifact meets a criterion. The note section is reserved for comments or additional information (ie. new to district, see IEP, etc.) These checklists can be completed throughout the year as artifacts are collected and assessed.

ICT AND CONTENT AREA CHECKLIST -- GRADES K THROUGH 2

List the artifacts below and check off the appropriate boxes.			
	Kdg.	Grade 1	Grade 2
Artifact name →			
<u>Standards</u>			
Basic operations and concepts			
Social, ethical, and human issues			
Technology productivity tools			
Technology communications tools			
Technology research tools			
Technology problem solving and decision-making tools			
<u>Core Subjects</u>			
Reading (Required)			
Mathematics (Required)			
English and Language Arts			
Science			
Social Studies			
Arts			
World Languages			

Student Name _____

Teacher Name _____

Year /

Notes:

ICT AND CONTENT AREA CHECKLIST -- GRADES 3 THROUGH 5

List the artifacts below and check off the appropriate boxes.

	Grade 3	Grade 4	Grade 5
Artifact name →			
<u>Standards</u>			
Basic operations and concepts			
Social, ethical, and human issues			
Technology productivity tools			
Technology communications tools			
Technology research tools			
Technology problem solving and decision-making tools			
<u>Core Subjects</u>			
Reading			
Mathematics			
English and Language Arts			
Science			
Social Studies			
Arts			
World Languages			

Student Name _____
 Teacher Name _____
 Year /

Notes:

ICT AND CONTENT AREA CHECKLIST -- GRADES 6 THROUGH 8

List the artifacts below and check off the appropriate boxes.

	Grade 6	Grade 7	Grade 8
Artifact name →			
<u>Standards</u>			
Basic operations and concepts			
Social, ethical, and human issues			
Technology productivity tools			
Technology communications tools			
Technology research tools			
Technology problem solving and decision-making tools			
<u>Core Subjects</u>			
Reading			
Mathematics			
English and Language Arts			
Science			
Social Studies			
Arts			
World Languages			

Student Name _____

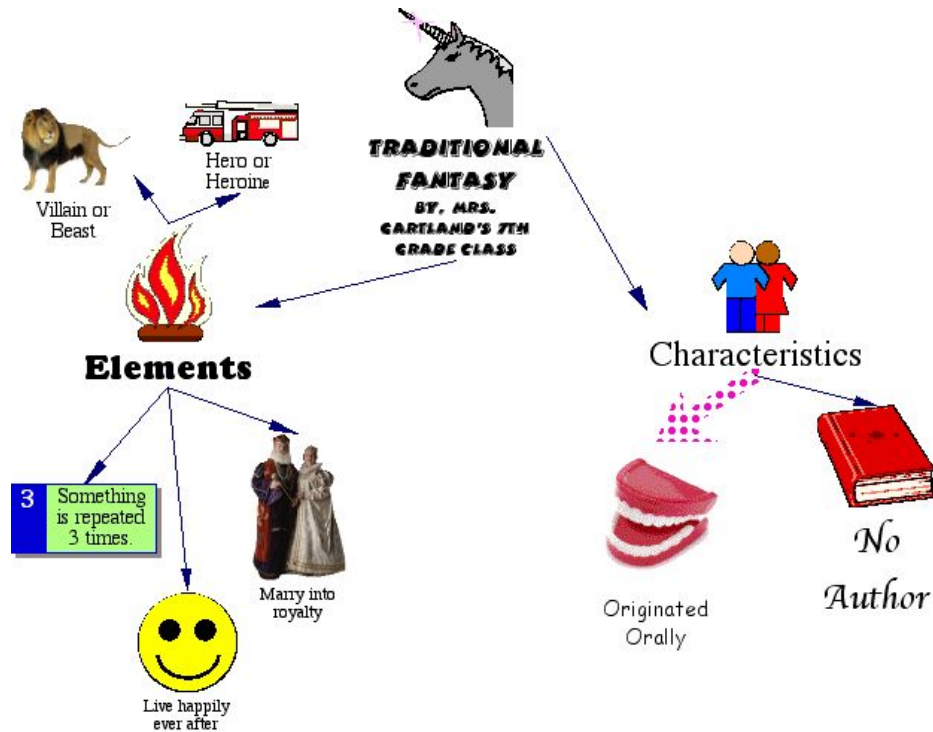
Teacher Name _____

Year /

Notes:

SAU 15 Educational Technology

Sample Digital Artifacts



Project Title: Traditional Fantasy Concept Map

Subject Area: Language Arts

Grade Level: Middle School

Description: Students create a concept map that illustrates the characteristics of a traditional fantasy.

Program(s): Inspiration

Tech. GLE's: 3.3, 4.2

SAU 15 Educational Technology

Best Practices

Keyboarding Spacing Guidelines

Punctuation Name	Symbol	Spacing Guideline	Example
Period	.	<p>Space twice after the period at the end of a sentence.</p> <p>One space after the periods of the initials of personal names.</p> <p>No space after internal periods in abbreviations.</p>	<p>I saw him. He's in the next section.</p> <p>W. C. Fields</p> <p>a.m. or p.m.</p>
Questions Mark	?	Space twice between the question and the next sentence.	Where is the dog? Do you know?
Exclamation Mark	!	Space twice between the exclamation mark and the next sentence.	Wow! It's hot!
Comma	,	<p>Space once after a comma used in a series.</p> <p>Space once after the day in a written date.</p> <p>No space within numbers.</p>	<p>I like apples, bananas, and grapes.</p> <p>August 12, 2004</p> <p>123,456</p>
Semicolon	;	Space once after the semi-colon when used within a sentence.	She hit the ball; she made it to first base.
Colon	:	<p>Space twice after the colon when used for punctuation.</p> <p>No space before or after the colon when used to express time.</p>	<p>Date: August 12, 2004</p> <p>3:00 p.m.</p>

SAU 15 Educational Technology

Best Practices

Keyboarding Spacing Guidelines

Miscellaneous Name	Symbol	Spacing Guideline	Example
Diagonal	/	No space before or after.	August/September
Parentheses	()	No spaces within.	(Paris)
Number Pound	#	No space between number and #.	#55
Ampersand	&	Space once before and after ampersand.	Smith & Jones
Asterisk	*	No spaces between * and word.	*See appendix.

Mathematical Name	Symbol	Spacing Guideline	Example
Add/plus	+	One space before and after.	1 + 2 = 3
Subtract/hyphen	-	One space before and after.	2 - 2 = 0
Multiply/asterisk	*	One space before and after.	3 * 2 = 6
Divide/diagonal	/	One space before and after.	4 / 2 = 2
Decimal	.	No space within number.	345.23
Dollar	\$	No space between \$ and number.	\$110.00
At	@	One space before and after.	2 @ \$4.00
Percent	%	No space between number and %.	50%

SAU 15 Educational Technology

How To Instructions

Making a PDF on a Mac

What is a PDF?

PDF stands for Portable Document Format. It is a file that can be opened on any computer (PC or Mac). You can view the file with the use of Adobe Acrobat Reader (for both Mac and PC) or Preview (Mac only).

Why create a PDF?

If you want to share a file with another computer, but you do not know if the other computer has the same program, you can create a PDF. A PDF makes the file universal and can be opened by any computer regardless if they have the same program that you created it in.

How to create a PDF on a Mac:

1. **Open** the file that you want to create a PDF.
2. Go to **File → Print**.
3. At the bottom left hand corner of the print window click on the **PDF Button**.
4. From the drop down menu, choose **Save as PDF**.
5. The save window will now show up. Give your PDF a **name** and choose the **location** that you want to save it to and click **save**.

